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ABSTRACT

A nationwide survey of 1,084 nonreligiously affiliated colleges offering degrees that require at least two but less than four years of study was conducted to identify student recruitment and advertising practices. Respondents were asked to indicate: (1) which recruitment practices on a 40-item checklist were currently in use; (2) recruitment practices not appearing on the checklist; (3) the most valuable and least valuable recruiting methods; (4) methods of recruitment under study for future implementation; (5) advertising techniques used to promote programs; (6) whether the institution was experiencing declining enrollments; (7) the title of the person responsible for student recruitment; and (8) college employees who participate in student recruitment. Major findings, based on a 79.3% response rate, reveal that the colleges employed a total of 109 recruiting techniques (69 more than the 40 enumerated on the questionnaire checklist). The most commonly used techniques centered around visits and liaisons with high schools. Chapters in the survey report discuss assumptions and study limitations; review recruitment literature and the development of the questionnaire; and outline methodology, findings, conclusions, and recommendations for further research. Appendices provide the questionnaire and present tables itemizing responses and comparing them among private and public colleges. (JP)

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A DESCRIPTIVE STUDY OF STUDENT RECRUITMENT METHODOLOGY EMPLOYED BY TWO-YEAR NON-RELIGIOUSLY AFFILIATED POST-SECONDARY INSTITUTIONS IN THE UNITED STATES

by

Thomas Duda

Submitted in partial fulfillment of the
requirements for the degree of Doctor of Education in
The University of Sarasota

August, 1981

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ABSTRACT

The main objective of this study was to describe the existing practices of Associate Degree student recruiting by two-year non-religiously affiliated institutions in the United States. Secondary objectives included identification of advertising/promotional methods, and the appraisal of recruiting methods by the administrators of Associate Degree granting institutions.

There are 1084 institutions in the United States which are non-religiously affiliated and offer the Associate Degree. Each of these institutions was sent a questionnaire, along with a stamped, self-addressed envelope and a letter to the President of the institution. Offer was made to provide results of the study to responding institutions. A second request letter was sent to non-responding institutions after three weeks. Tabulation was accomplished utilizing computerized facilities.

The two mailings resulted in a return of 860 usable responses, or 79.3 per cent of the potential respondent institutions. Public institutions accounted for 88.1 per cent of the returns, the remaining 11.9 per cent being from private institutions. Only 40 schools (4.7 per cent) of the responses were from profit-making organizations.

Findings

Vigorous and innovative recruiting efforts were found to be characteristic of most Associate Degree granting institutions. A wide diversity of recruiting methods was discovered. Some 69 methods of recruiting were enumerated beyond the 40 mentioned in the questionnaire checklist, for a total of 109 recruiting

methodologies.

Although many of the methods found were developed to meet particular recruiting exigencies confronting individual institutions, the most commonly utilized recruiting methods centered around visits and liaison with high schools. A great deal of effort was being expended toward attraction of the traditional high school graduate. Program brochures figured heavily in attracting this market. Similarly, programs for parents, guidance counselors, and programs for prospective students on college campuses were popular with Associate Degree schools.

Radio spot advertising was the most popular broadcast medium, with newspaper advertising the most popular print advertising. Displays, posters, and distribution of advertising specialties were also commonly utilized. Advertising methodology tended to be highly creative and sometimes innovative.

Administrative opinions as to most valuable and least valuable methods were quite varied. Generally, various high school visitations were thought to be most valuable. Opinions regarding least valuable methods were considerably less pronounced.

Differences in recruiting practices for public versus private institutions were also examined. Public institutions were considerably more active in recruiting than were private institutions. Public institutions were more likely to utilize faculty for recruiting visits to high schools. Public schools also tended to organize programs which bring prospective students to Campus, invite high school guidance counselors to Campus, and provide speakers for area graduation exercises.

Public institutions also indicated more planning for increased recruiting effort and/or new recruitment methods for the future, than did private schools.

Conclusions

Vigorous recruiting efforts are being carried on by the vast majority of Associate Degree granting institutions in this country. Institutional interest in recruiting is very high, and public institutions appear more recruiting conscious than do private schools. High school contacts of various kinds are a major component for most recruiting programs. Associate Degree institutions are also extremely advertising conscious, and are quite innovative in the advertising of program offerings.

This pioneering study of Associate Degree recruiting of prospective students provided a firm descriptive basis for future planning and research for these institutions.

New recruiting methodologies found by the study offer significant potential for development by Associate Degree institutions. Methods such as the utilization of Mobile Career Vans, recreational vehicles or delivery vans outfitted with promotional displays (and in some cases, onboard computers) are attractive means for intensifying recruiting efforts. Creativity characterizes a great many of these new recruiting methodologies.

The heavy utilization of recruiting by public institutions has resulted in Associate Degree education being heavily dominated by public, rather than private, schools. Community Colleges appear to have been able to seize the Associate Degree market opportunity.

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Chapter I

Introduction

Associate Degree programs in the United States are numerous and diversified in their quality, objectives, and subject matter. They offer the student a real bargain in today's highly inflation-conscious marketplace.

Many young adults do not see four years of college as a guarantee of a secure or meaningful future. Some call a four-year education "seat time" and regard these four years as a wasteful holding process (Johnson, 1976). There promise to be many such students in the future, especially as inflationary forces erode middle class spending power. Also, many students are unsure if they desire a four-year education, so many Associate Degree programs offer the opportunity to receive a degree which permits employment after two years. Should the student desire to do so, it is possible to continue education and obtain the four-year degree after completing the Associate Degree. It would appear that there exists a substantial market segment of students for Associate Degree institutions in the future.

Many academicians, however, continue to degrade and generally ignore the Associate Degree programs, the implication being that there is a low level of scholarship and/or lack of prestige connected with Associate Degree employment. Perhaps this might help explain why so little has been published on the recruitment of students for Associate Degree programs.

Since colleges have not been pressured financially by declining enrollments for more than a decade, it is not surprising that the literature on recruitment of students is comparatively recent. Much of the literature, in addition, is not really pertinent to the study of recruiting Associate Degree students, since most of the publication work in this field has to do with four-year liberal arts colleges, those which are being hardest hit by the enrollment declines.

Also, far too many educators at the college level find it beneath their academic dignity to vigorously seek out new students. Yet, programs cannot be preserved, quality maintained, or faculty and staff employed without adequate levels of enrollment. College atmospheres offer a friendly environment for a variety of functions: "teaching, authorship, faculty evaluations, curriculum development, the creation of new student services, guidance and counseling clinics, financial planning and physical development ... none of which would exist without the active and effective solicitation of new and promising students" (Williams, 1978).

Attitudes, however, are changing, especially as financial exigency grows. The subject matter of this study focused on a change taking place in the educational recruiting attitudes held by educational institutions. The current trend appears to be focused on differences in styles of marketing. At one extreme is aggressive marketing, at the other is minimal marketing. Somewhere in between is the third type: balanced marketing. Aggressive marketing relies heavily on promotion, while minimal marketing relies mainly on the product (Kotler, 1975). Institutions of learning might be seen as moving from minimal marketing toward aggressive marketing.

As such institutions increasingly scramble for students utilizing aggressive marketing techniques, this study of student recruiting should assume even greater importance. Hopefully, it provides the basis for continuing research in this area.

This study described Associate Degree recruiting practices by surveying 1084 non-religiously affiliated institutions nationwide. A questionnaire was sent to the President of each institution requesting that he, or the appropriate subordinate, provide the requested information. The information gathered was then examined to identify the particular recruiting practices being utilized for Associate Degree programs, as well as some indication as to which methods these educators felt were most beneficial and which methods were least beneficial. This study also found which advertising media were being employed by Associate Degree institutions, as well as indicated which new methods were being planned for the future. Some very novel and creative recruiting methods were reported.

Assumptions, Delimitations, and Definitions

This study was confined to institutions offering degrees identified as "2 but less than 4 years" in the 1978-79 Education Directory, Colleges and Universities (Podolsky and Smith, 1979). Initial questionnaire contact was made utilizing the mailing addresses provided in that publication.

The first assumption of this study was that recruiting efforts were being utilized to enroll students for Associate Degree programs. Experiences, and conversations with leaders of institutions offering Associate Degree programs suggested that this was a valid assumption.

A second assumption was that recruiting methods for Associate Degree programs had some similarity to the methods used for four-year programs. A brief and informal investigation indicated that this was largely true.

Specifically excluded from the sample were institutions offering Associate Degrees which were listed as being affiliated with religious organizations. The rationale for this exclusion was that there were considerable differences in recruiting for church- related schools. This study did not desire to investigate recruiting practices which depended heavily on religious persuasion, as this was considered a highly specialized and restrictive type of recruiting. One could also contend that the objectives of religious educational institutions differed from the technical nature of many Associate Degree programs.

Some distinction should be noted in the utilization of the words "marketing," "recruiting," and "advertising."

Marketing

"Marketing," in perusal of the educational literature, has a tendency to be very nearly synonymous with "selling." The definition of "marketing," according to business texts, is "the performance of activities involved in planning and facilitating the exchange of goods and services as well as other things of value" (Hartley, 1976).

There are indications that the term, "marketing" tends to be used rather loosely in the educational literature. For this paper, "marketing" was utilized as defined above, that is, to describe all of the activities and institution might use to attract students to its course offerings. This would include traditional recruiting efforts, as well as such ancillary activities as advertising and public relations.

Advertising

"Advertising," for the purposes of this paper, was defined as any nonpersonal, sponsored (paid) communication (Stanley, 1977) intended to favorably dispose a student toward the issuing institution. Advertising would include traditional media announcements, as well as premiums and specialties. A premium was something given as a bonus for a purchase, while a specialty was a free gift, usually with the name of the sponsor imprinted on it. For example, a school might give away free book bags with the name of the school imprinted on them.

Recruiting

"Recruiting" was used as a term to describe the location and securing of students in the traditional sense (Lockard, 1974), as commonly used in the literature. In its broadest sense, "recruiting" can come extremely close to "marketing." It would be well to bear in mind, however, that "marketing" would include the development of new coursework and programs to attract prospective students, while "recruiting" implied efforts to induce students to enroll into existing programs.

Purposes of the Study

The main objective of this study was to describe the existing practices of Associate Degree student recruiting by two-year non-religiously affiliated institutions in the United States. Secondary objectives included the identification of advertising/promotional methods utilized by Associate Degree schools, and the appraisal of recruiting methods by the administrators of those institutions. These objectives were adapted from a previously successful study which was performed on four-year religiously affiliated institutions (La Bouve, 1971). While the present study was focused on a very different subject matter and its methods were considerably divergent, the purposes of the La Bouve dissertation (with appropriate changes) were relevant and useful.

Because of the void in the literature regarding Associate Degree admissions practices, this study will provide administrators of two-year institutions with an information source which should enable them to adjust their recruiting efforts for maximum effectiveness.

In addition, this study also indicated the administrative appraisal of which methods of recruiting are most valuable for the individual institutions, resulting in some indication of efficiency and effectiveness. Information on promotional methods being utilized furthers the potential of encouraging greater creativity in attracting and informing potential students.

Need and Significance

While there is some literature in the field of recruiting students for baccalaureate and graduate programs, there is precious little in the area of Associate Degree student recruiting. Research and publication attention has been focused on four-year private institutions, since these are currently beginning to feel the constricting effects of declining enrollments.

Community colleges and similar institutions which offer Associate Degrees most certainly are doing recruiting. The large number of such institutions which are successful indicates the availability of a sufficiently large market segment to make their operation economic.

This study of recruiting methods has potential value to the administrators of institutions offering Associate Degrees in a variety of ways. There was little awareness of what other schools were doing with recruiting resources, prior to this study. Because of this void in the literature regarding Associate Degree admissions practices, this study provided the administrators of two-year institutions with an information source with potential for helping adjust their recruiting efforts for maximum effectiveness.

In addition, this study also indicated the administrative appraisal of which particular methods of recruiting were most valuable. This resulted in indication of comparative efficiency and effectiveness. Information on promotional methods used also has the potential of encouraging greater creativity in attraction and edification of potential students.

Above all, this study represented a distinct research opportunity. It was a chance to further the boundaries of knowledge about an expanding and largely uninvestigated field. The Associate Degree is being considered by a significantly large segment of the student population as a very attractive educational alternative. A great many community colleges and similar institutions are being established to provide this degree. Yet, very little was known about the collective recruiting procedures in use by these institutions.

This pioneering study hopefully provided a firm descriptive basis for future planning and research.

Chapter II

Review of the Literature

This chapter has two objectives. The first is to examine the attitudes and concepts involved in the more relevant publications on recruitment. The second objective is to examine previous research for useful components of an effective research questionnaire for this project.

Materials for this chapter were gathered utilizing an ERIC computerized search, and manual examination of such standard reference sources as the Dissertation Abstracts International, the Education Index, Reader's Guide to Periodical Literature, Business Periodicals Index, Education Abstracts, Educational Administration Abstracts, Social Science and Humanities Index, and the Catalog of United States Government Publications, among others.

Student Recruiting Attitudes

As a general statement of the background of student recruiting, perhaps it is useful to regard education as a social institution which is more concerned with stability than innovation (Vavrek, 1976). Far too many educators at the college level find it beneath academic dignity to vigorously seek students. Colleges are beginning to change attitudes, however, when more vigorous competition for students begins to threaten budgets, which prompts admissions personnel to report greater emphasis in their jobs on recruitment activity (Abernathy, 1976).

Recruitment Alternatives

Basically, an institution can stabilize enrollments in a declining market situation in only two ways. One way is to obtain a greater share of the existing market, and the other is to attract students who are not a part of the present market (Tucker, 1977). The result has been increased activity in the recruitment of students, which has placed considerable pressure for performance on the admissions personnel. Admissions counselors feel themselves propelled into becoming rather high-pressure salespeople, and are beginning to feel a moral responsibility for their roles in recruiting. Increasing concern is being voiced that admissions counselors consider the interest of the individual student above all, which, more and more, must be balanced by the interest of the institution (McKenna, 1976). Colleges with seriously and continually declining enrollments are seen as unstable, and a steady or growing enrollment is generally regarded as a requirement for consideration for major foundation gifts (Knight, 1978). It would appear that an appropriate slogan for the future educational world would be adaptable from the traditional "Publish or Perish!" motto of academe -- survival makes "Recruit or Perish!" the inscription of the future (Messer, 1976).

Admissions Office Pressure

Admissions officers are greatly concerned by the pressures which they face. Some are apprehensive about the rapidly increasing workload in admissions, and advocate the use of Student Admissions Representatives as paraprofessionals, to ease this work pressure (Head, 1976). Others are attentive to the academic content of what the college offers, and feel that they merely reflect the framework which is created by the professoriate. There is a need for a re-evaluation of the admissions/marketing function more along the lines of program content. What is needed is not an ability to provide survival, but rather the construction of programs in terms of realistic student-consumer expectations (Duplass, 1976).

Colorful brochures, gimmicky publications, flashy advertising, or vigorous admissions work cannot accomplish the result which can be achieved by concrete internal program changes (Hartog, 1978). Pressure is also being exerted for the recruitment of better-qualified students rather than dropping the admissions standards in order to maintain enrollments. Some institutions are beginning to feel the erosion of quality which this practice brings, to the point where qualified faculty are no longer being challenged by their teaching. The ramifications of this erosion result in a rather uncertain future for such institutions (Loester, 1976).

Marketing Management and Student Recruitment

Colleges, however, are beginning to benefit from the marketing management concept. By combining such management concepts as training, leadership, and strategic planning with proven marketing techniques, institutions have some hope of coping with enrollment declines and competition (La Baugh, 1976).

Colleges are using such techniques as enrollment planning for increasing the number of adult students to help reverse enrollment declines, utilizing presently available resources (Arthur, 1976). Educational institutions are now beginning to utilize common marketing methods, such as purchase of mailing lists for direct mail campaigns, as viable recruitment tools (Bagale, 1976). More colleges, especially those hardest pressed for enrollments, are beginning to "discover" the adult evening student, and are developing effective recruiting means for enrolling large numbers of employed adults.

Community colleges (which are among the two-year institutions examined by this study) are pioneering in development of recruiting methods which are aimed at approaching potential students where they are, both psychologically and physically (Rinnander, 1977). Increasing numbers of institutions are also beginning to consider a total marketing system as far as student recruitment is concerned, with admissions activities being combined with placement action. This is in order to provide potential students with a more complete service, which includes career planning. This approach shows a great deal of promise, since it should result in more satisfactory enrollments, satisfied students, and (hopefully) a stable institution (Steele, 1978).

Recruiting Influence on Programs

Educational institutions are beginning to discover the importance of market research, especially with regard to programmatic influences. Schools are finding that students evaluate colleges on academic reputation, special education programs, and ability to find jobs after graduation. Administrators would be wise to adapt marketing programs accordingly (Brown, 1978). For example, some research has shown that parental preferences about their children's college and career activities have significant influence on what students do after high school, so it is vitally important that recruiting activities be geared to what parental attitudes suggest (Davis, 1977). Preparing special brochures for parents of prospective students is beneficial, and parental assistance in the recruitment process can even take the form of parents providing referrals of prospective students, as well as participating in future recruiting efforts as parent/volunteers (Hoopes, 1976). Institutions are also learning that by studying their present students, they are able to isolate the specific characteristics of their present students, which can result in determination of what prospective students have desireable potential for the school, and how to identify and expand the pool from which they might be drawn (Mudie, 1978).

Community colleges generally seem to be greatly involved in the implementation of marketing concepts. The literature, as sparse as it is, does speak of marketing strategies and delivery systems in a most practical and applied fashion (Leach, 1977). The two-year institutions also seem better aware that the satisfied student is the key to institutional stability, this concept including everyone in the institution: faculty, staff, and administration (Johnson, 1977). Finally, not only are the community colleges aware of the future of adult education, they are also conscious of their high probability of survival: because of their modest costs, they will get their share of students for economic reasons if no other (Lahti, 1977).

From the specific viewpoint of this study, there is indication that both two-year and four-year institutions are beginning to recognize the marketing concept, and that recruitment efforts are going on. The need for this study is again emphasized, as there was so little published on the recruiting activities of two-year institutions.

Questionnaire Development

Development of the research questionnaire for this study resulted from previous efforts in the field of student recruitment. Murphy and McGarrity (1978) found that personal recruitment (sending representatives to high schools) was the backbone of admissions activity at the four-year level. They found that there were seven methods utilized for promotion of the institution. These included, along with the percentage of the total budget expended by the institutions: Personal Recruiting in high schools (54% of budget), Direct Mail (20% of budget), Campus Days for prospective students (10% of budget), Magazine Advertising (7% of budget), Newspaper Advertising (5% of budget), Radio Advertising (3% of budget), and TV advertising (1% of budget). These figures were obtained from a sample of 350 private colleges and universities. This sample included the 200 largest, those with more than 2,000 students. The seven methods were relevant for the research instrument for the present study.

Only one dissertation was found which dealt with recruiting of students at the Associate Degree level. Robert Krejcie studied the effects of recruiting practices and media upon student enrollment in Industrial-Technical and Engineering programs (Krejcie, 1968). Krejcie's study was very different from the present study in that his research interest was focused on a much narrower group of institutions, and involved a student opinion sampling. In the Krejcie study, two information forms were sent to a sample of 166 public junior colleges.

One form was to obtain information from students enrolled in the first year of industrial-technical or engineering programs, the other was to obtain information from the college personnel who were responsible for encouraging prospective students to enroll in those programs.

Krejcie's instrument included a checklist, which contained the following items:

- Exhibits and Open Houses at college
- Career days or conference activities at the college
- Tours of shop facilities at the college
- Speeches about these programs
- Scholarships for Industrial-Technical and/or Engineering students
- TV announcements promoting these programs
- Exploratory course designed to stimulate interest in this program and interpret it to non-technical program students is offered at this college
- Student organizations related to these programs such as Electronic Technicians Club
- Contacts with college counselors or directors of student personnel
- Interpretation of Industrial-Technical and/or Engineering Technician Programs to faculty and staff of this college
- Contacts with high school counselors
- Contacts with high school teachers
- Visits to high schools to interview interested students
- College and career days in the high schools
- Industrial arts contests for high school students
- Contacts with local state employment service personnel about course offerings
- Exhibits at county fairs or other community events
- Indirect encouragement of students, through publicity directed toward adults in the community
- Indirect encouragement of students, through publicity efforts directed toward graduates of the program
- Indirect encouragement through publicity efforts directed toward other students

Krejcie also had a media checklist which included the following:

- Motion or still pictures of facilities
- Motion or still pictures of employment opportunities open to graduates of these programs
- College catalogs describing these programs
- Personal letter to interested individuals
- Direct mail promotion to potential students
- College newspaper advertising
- Articles and news releases in local newspapers and publications promoting the Industrial-Technical and/or Engineering Technician programs and the employment opportunities open to those graduates

Picture story of these programs told through mounted photographs displayed in buildings frequented by prospective students
Posters and placards
Billboard advertising

Krejcie received 79 forms from junior college personnel, and 757 from students. Some of his findings which were related to the objectives of the present study included the discovery that parents or guardians, guidance counselors or teachers were the individuals who most influenced the students to enroll in the programs under study. This decision was made in the last two years of high school, with written media, such as college catalogs, booklets, leaflets or flyers, as the most influential nonpersonal presentation. The use of written media, as well as its relative influence on the prospective students, was greater than picture media.

The only dissertation found which was somewhat similar in concept to the present study was that of Michael La Bouve (1971). The La Bouve study was, however, about a very different group of institutions that the present study, and involved an in-depth study of institutions which were not included in this study. La Bouve studied the recruiting practices of 47 of the 55 Southern Baptist colleges, 6 of which were selected for an on-campus study. His questionnaire included the following:

A. College Day programs at high schools
B. College Night programs at high schools
C. High school visitations
D. High School Day programs on campus
E. College functions that bring prospective students to campus
F. Student visits to campus (other than D & E above)
G. Home visitation (to) of prospective students
H. Junior College visitations
I. Programs for parents on the college campus
J. Bringing high school counselors to campus

K. Touring Glee Club
*L. Advertisement in denominational publications
M. Use of commercial papers or magazines
N. Use of commercial radio and/or television
*O. Visitation to denominational church camps
P. Use of commercial admissions centers and clearinghouses
Q. Participation in workshops for high school counselors
*R. Programs at Southern Baptist Churches
*S. Programs at church associational meetings
*T. Programs at State Baptist Convention meetings
*U. Programs at Annual Southern Baptist Convention meeting
*V. Use of Annual Baptist College and Seminary Day emphasis
*W. Use of SBC Education Commission and its resources
X. Programs at local civic organizations
Y. Mass mail-out campaigns
Z. Periodic newsletters to high school counselors
AA. Displays and exhibits at fairs, public gatherings, etc.
BB. Automatic scholarships for high school valedictorians and salutorians
*CC. Cooperative recruiting efforts with other Southern Baptist colleges and universities
DD. Other

Those practices marked with the asterisk (*) were those which were of a primarily religious nature.

In addition, La Bouve requested admissions personnel to indicate the three most useful and two least useful practices, a device which was adopted for the present study.

La Bouve found that high school visits, High School Day programs on campus, Student Visits to campus and Visits to the Homes of Prospects were highly effective means of recruiting students. Least effective means of recruitment were commercial clearinghouses, college day/night programs, and displays at fairs, meetings, etc..

The La Bouve dissertation was of particular value to this study because of the descriptive nature of his research, and especially because of the structure and content of his questionnaire. It should be emphasized, **however,** that the La Bouve study was materially different from the present study. La Bouve studied four-year institutions, and these were of religious affiliation. Religious institutions were specifically excluded from the present study, as were four-year institutions. Also, La Bouve did an in-depth study and evaluation of the recruiting of six of these institutions, which the present study did not intend to attempt. However, La Bouve's questionnaire provided some of the items for the questionnaire in the present study, with adaptation where appropriate.

Another dissertation in the field of recruiting practices was that of William Campbell (1972). This study ranked 16 techniques of recruiting as to their influence on student enrollments. Campbell obtained his 16 practices from a review of the literature, and submitted the items for ranking to 42 cooperating liberal arts colleges. Campbell's ranking results for the influence of the 16 practices was:

1. Campus tour
2. General information brochure
3. On-Campus interview
4. High school visit by college admissions representative
5.5 Personal letter to the applicant
5.5 High school visit by college student
7. Specific department brochures
8. College catalogs or bulletins
9. High school visit by faculty representative
10. Personal phone call to subject
11. College Day or College Night programs
12. Group meetings for interested students
13. Personal contact by local alumni
14. Interview in local community
15. Social gathering for interested students
16. Admissions clearinghouses

In addition, Campbell requested the admissions officer at each of the cooperating institutions to select 10 incoming Freshman students who were subsequently sent a questionnaire. Correlations yielding significance were obtained with admissions officer rankings versus Freshman student rankings, indicating that the admissions people in this study had some conception of the effectiveness of their efforts.

While the present study was quite different from the Campbell study, the ranking produced by Campbell yielded some items for the questionnaire. Also, it should be noted again that Campbell found correlation between admissions officer and student rankings of his recruiting practices. This added credence to the responses regarding the most effective and least effective recruiting practices which were solicited by the present study.

Although drastically different from the present study in research framework, perhaps the most valuable dissertation found for questionnaire construction was that James Lockard (1974). Lockard's questionnaire numbered some 50 items, and provided the most complete listing of recruiting/marketing techniques found in this literature survey. Lockard's study determined how 7 selected small private colleges recruited students, then attempted to measure the relative influence these recruiting practices had upon incoming Freshman students. A sample of 70 such students was taken at each campus. The Lockard questionnaire included the following items as recruiting practices:

1. Film or slide presentation about college
2. Social gathering in home area
3. June, July, early August registration/orientation
4. Advanced acceptance program
5. Phone call from college administrator (President, Dean)
6. Publicity materials like matchbooks, ash trays, carrying bags, etc.
7. Magazine ads
8. An individual campus visit/tour (not as part of a group)
9. Being able to file a single application for several colleges
10. Phone call from alumnus or alumna
11. College Day or College Night program
12. Seeing Dean's List or similar items from the college in the news
13. Spot ads in theater before feature film
14. Group meetings in home areas

15. Personal letter from current student
16. Faculty or administration speakers at high school graduations, etc.
17. ACT's Educational Opportunity Service
18. Phone call from a current student
19. General information brochures including financial aid
20. Visit to student's home by any college representative
21. Phone call from admissions representative
22. Individual department and/or program brochures
23. Personal letter from a faculty member
24. Newspaper ads
25. High school visit by college faculty
26. Interview in the home community or area
27. Student newspaper
28. Alumni bulletin or paper
29. Personal letter from an administrator
30. High school visit by a college student
31. Admissions counselors at Lutheran encounter schools
32. College catalog or general bulletin
33. College admissions clearing house assistance
34. Any materials received before the student himself wrote to the college
35. On-Campus interview
36. College yearbook
37. Phone call from a faculty member
38. Admissions counselors at Boy's State
39. Personal letter from an alumnus or alumna
40. "Open House" (weekend) for groups of student prospects
41. Personal letter from admissions officer
42. College display at a fair, youth conference, etc.
43. High school visits by admissions counselors
44. Billboard advertisement
45. Visit to church by any college representative
46. Posters about the college
47. Receiving old programs from concerts, plays, special campus events
48. High school performances by college choir, band, drama group, etc.
49. Student literary-type publication
50. Radio or TV spot ads

It was reported in the findings of the Lockard study that these items appeared to be included in any successful recruiting programs:

1. Individual campus visits or tours
2. Departmental or program brochures
3. Phone calls to prospects from admissions staff members
4. General information brochures
5. Letters to prospects from college administrators
6. Letters to prospects from admissions staff members
7. The college catalog
8. Materials sent to prospects prior to any requests for materials, based on mailing lists
9. Visits of admissions counselors to high schools

Students felt that open house (weekend) arrangements, visits to homes of prospects by admissions representatives, and on-campus interviews to be highly desirable methods of recruitment. Lockard felt these should be included in any effective plan for student recruitment.

In addition, Lockard found some 13 items which he felt were of questionable value for recruiting students. These included:

1. Magazine advertisements
2. Use of single application form to apply to several colleges
3. Newspaper publicity, such as Dean's list
4. The Educational Opportunities Service of ACT
5. Newspaper advertisements
6. The student newspaper
7. The Alumni bulletin
8. Admissions clearinghouse
9. The college yearbook
10. Billboards
11. Posters about the college
12. Programs about past campus events
13. The student literary publication

The Lockard study, in spite of concentration on small, private, liberal-arts colleges, was of considerable value to the present study because of the findings previously noted, and its questionnaire construction. While, for example, numbers 9, 17, 31, and 45 in Lockard's listing of questionnaire items were not useful to the present study, the other items helped provide a workable basis for the survey instrument for the present research. It must be emphasized, however, that the Lockard dissertation was vastly different in focus, methodology, and objectives from those of the present study.

A final dissertation found having to do with student recruitment practices was that of Vernon Luft (1974). Luft's was a descriptive study of recruitment programs in the field of agricultural education. Luft attempted to develop guidelines in teacher education through mailing a questionnaire to each of the 81 agricultural education departments in the United States, to each head state supervisor of agricultural education, and a stratified sample of 40 agricultural teacher education institutions which administered a questionnaire to a class of students.

Luft found that all three groups (supervisors, teachers, and students) ranked a personal interview with an agricultural education professor as the most influencing recruiting practice, a teaching unit on opportunities in agricultural education as the second most influential practice, and students felt that work experience and/or membership in the Future Farmers of America had a high degree of influence. Supervisors also felt that tours of campuses and agricultural education departments were of material benefit in recruitint, while teacher educators ranked a recruiting brochure and pamphlets as being the most useful. Form letters and the news media were felt to be least useful. In addition, students felt that the vocational-agriculture teacher was the most influential personality in their program selection decisions, with their parents following in second place.

While the recruiting literature was in a developmental stage at this writing, there was sufficient publication of four-year practices to enable construction of a workable questionnaire for this study of Associate Degree recruitment. The enrollment pressures were most severe on the smaller four-year liberal arts institutions, and this was reflected in the available literature. Some recruiting practices which were uncovered by this study might be useful to these stressed liberal arts institutions. This might repay, in some small way, the debt this writer owes those researchers who worked with liberal arts institutions. The information provided by the study of four-year recruiting was of material benefit in the preparation of the research instrument for this study.

While the preceding chapter has attempted to survey the recruiting literature, at this time it must be noted that all of the preceding studies had considerably differing subject matter for their investigations. The present study was greatly needed because of the dearth of information on Associate Degree recruiting practices. While the preceding studies yielded significant contributions to the research instrument for the present study, it must be emphasized at this time that the preceding studies in no way duplicated the focus, objectives, or research methods of the present study.

Chapter III.

Methodology and Data

This study was limited to non-religiously affiliated institutions offering the Associate Degree. There are 1084 such institutions in the United States.

Their locations are:

Alabama	26
Alaska	9
Arizona	15
Arkansas	11
California	113
Colorado	14
Connecticut	16
Delaware	6
District of Columbia	0
Florida	32
Georgia	22
Hawaii	6
Idaho	2
Illinois	54
Indiana	15
Iowa	24
Kansas	21
Kentucky	8
Louisiana	7
Maine	6
Maryland	19
Massachusetts	34
Michigan	34
Minnesota	21
Mississippi	23
Missouri	18
Montana	2
Nebraska	10
Nevada	3
New Hampshire	9
New Jersey	18
New Mexico	9
New York	79
North Carolina	67
North Dakota	5
Ohio	55
Oklahoma	18
Oregon	13
Pennsylvania	44
Rhode Island	2
South Carolina	22
South Dakota	0
Tennessee	21
Texas	58
Utah	6
Vermont	3
Virginia	25
Washington	27
West Virginia	7
Wisconsin	18
Wyoming	7

Each of the institutions was sent a questionnaire, along with a stamped, self addressed envelope for return. A sample letter to the President of each institution and the questionnaire appear in the appendix.

The desired objective was a 50 per cent rate of return on the first mailing, and an additional 20 per cent on the planned second mailing. This rate of response was possible for this type of study (Dillman, 1978). An important component of the questionnaire in order to ensure this rate of response (and also the success/failure of the study) was to offer the results of the study to the respondent as a means of rewarding his efforts (Rigby, 1980). Preliminary investigation indicated that respondents were very interested in receiving the results (Boland, 1980) and that the questionnaire was sufficiently brief and worthwhile to justify responding (Schlehofer, 1980). Testing of the questionnaire indicated that it could be completed in about 10-15 minutes. Mention of the short time needed for response to the questionnaire was made in both of the cover letters to college presidents which appear in Appendix D. In addition, each of the questionnaires included a stamped, self addressed envelope for responding.

Three weeks following the date of the first cover letter, those institutions which had not responded were sent a second questionnaire, along with the "SECOND REQUEST LETTER" which appears in Appendix D.

Each institution was assigned a number, and this number was written on the questionnaire and on the return envelope sent to the institution. This served to identify which institutions had responded, as well as indicated the particular schools that provided specific items of data.

Each item of response on the questionnaire was assigned code numbers and all questionnaires were edited for tabulation. All questionnaires were maintained in files according to state of the Union and in numerical order. Numbers were assigned alphabetically as institutions appeared in the Education Directory (Podolsky and Smith, 1979) beginning with the number 10. Two computer cards represented each respondent institution.

Tabulation was accomplished utilizing an IBM 370-3033 computer with Data 100 Seventy Series Card Reader, Card Punch, and Printer terminal facilities connected by Codex 4800 Data Modem. Tabulation, cross-tabulation, and appropriate statistical calculations were performed utilizing the Statistical Package for the Social Sciences, a McGraw-Hill product, with suitable ancillary programs. It should be noted that a very slight rounding error is present because of computer utilization.

Chapter IV.

Findings

The two mailings resulted in a return of 860 usable responses. This figure represents 79.3 per cent of the 1084 potential respondent institutions. The locations of the responding institutions are:

Alabama 17
Alaska 6
Arizona 12
Arkansas 9
California 94
Colorado 11
Connecticut 14
Delaware 6
District of Columbia 0
Florida 22
Georgia 18
Hawaii 6
Idaho 2
Illinois 43
Indiana 11
Iowa 16
Kansas 16
Kentucky 3
Louisiana 5
Maine 6
Maryland 19
Massachusetts 24
Michigan 29
Minnesota 16
Mississippi 20
Missouri 16
Montana 2
Nebraska 7
Nevada 1
New Hampshire 8
New Jersey 16
New Mexico 6
New York 61
North Carolina 54
North Dakota 5
Ohio 43
Oklahoma 12
Oregon 13
Pennsylvania 39
Rhode Island 0
South Carolina 21
South Dakota 0
Tennessee 14
Texas 43
Utah 5
Vermont 3
Virginia 16
Washington 26
West Virginia 5
Wisconsin 15
Wyoming 6

The Associate Degree granting institutions are largely community colleges or close equivalents. Respondents reporting themselves as public institutions numbered 758, or 88.1 per cent of the responses. Private institutions accounted for 102, or 11.9 per cent of the responses. Of all of these 860 institutions, 819 or 95.2 per cent reported themselves as nonprofit, while only 40 (4.7 per cent) indicated that they were profit making organizations.

Table 1 (Appendix A) displays the responses to the 40 checklist items which appeared in the questionnaire. The items are numbered as they appeared on the questionnaire sent to the responding institutions.

Table 2 (Appendix A) presents the responses to item 41 on the questionnaire, which requested that respondents list any methods of recruiting which were not present in the checklist section.

Editing of the questionnaires revealed that only one response provision was necessary for coding of this item.

Coding for responses to items 41 through 44 on the questionnaire was accomplished utilizing only one set of code numbers for the four items, because of the similarity of response data. Table 2, Appendix A, uses the response code numbers for listing of the responses, a practice which continues through the majority of the remaining tabulations. Table 2 also contains many practices currently in use for recruiting Associate Degree students which do not appear among the checklist items.

The information in Tables 1 and 2 serves to fulfill the major objective of this study, that being the identification of existing practices of Associate Degree student recruiting by the various two-year non-religiously affiliated institutions in the United States.

The information in Tables 3-7 (Appendix A) serves to fulfill a secondary objective of this study, that being the appraisal of recruiting methods by the administrators of Associate Degree institutions. The appraisal of the most valuable and least valuable methods of recruiting was requested by questionnaire items 42 and 43.

The questionnaire item 42, dealing with the most valuable or successful recruiting methods in use by the respondent institution, provided for three responses. These three responses are displayed in tables 3, 4, and 5 (Appendix A). The responses are tabulated separately in order to indicate the provenance of replies to this item.

Questionnaire item 43, soliciting the least valuable or successful recruiting methods, provided for two responses. These two responses are displayed in Tables 7 and 8 (Appendix A). Again, the responses are tabulated separately in order to indicate the provenance of replies to this item.

The information in Tables 8, 9, and 10 (Appendix A) was gathered by questionnaire item 44, and relates to the major objective of this study. This questionnaire item solicited the new methods of recruitment or promotion which were being considered for implementation in the next three years. Again, the responses are tabulated separately in order to indicate the provenance of replies to this item.

The information in Table 11 (Appendix A) serves to fulfill a secondary objective of this study, that being the identification of advertising/promotional methods utilized by Associate Degree schools. Coding for these responses was partially combined with the response code for Table 1 (Appendix A). Table 11 (Appendix A) is a combined tabulation representing four possible responses on the questionnaire. Table 11 represents the responses to questionnaire item 45, requesting what methods of advertising were being utilized by the respondent institution to promote Associate Degree programs.

Questionnaire item 46 requested that the respondent indicate by checkmark whether the Associate Degree institution was experiencing declining enrollments. Only 121 institutions (14.1%) indicated that their enrollments were declining, while 721 institutions (83.8%) reported that their enrollments were not declining. Only 18 institutions (2.1%) did not respond to this questionnaire item, 17 of those institutions were private schools.

Of those institutions which reported declining enrollments, 107 (88.4%) were public institutions, while 14 (11.6%) were private institutions. It should be noted, however, that only

13.7 per cent of the private institutions which responded to the study indicated that their enrollments were declining, while 14.1 per cent of public institutions reported enrollment declining. The chi square statistic was calculated for this relationship, which yielded a result of 2.51 with 3 degrees freedom, insufficient to indicate relationship between public/private affiliation and declining enrollments.

The information gathered by questionnaire item 47 is displayed in Table 12 (Appendix A). This questionnaire item solicited the administrative title of the person bearing major responsibility for the recruiting of students.

A combined tabulation of staff members who were reported as participating in recruiting activities is displayed in Table 13, (Appendix A). Four possible responses were provided in the editing of the questionnaire, and these were aggregated for Table 13.

At the conclusion of the questionnaire (Appendix D), a statement offered the respondent the results of this study if the respondent entered name and address at the bottom of the questionnaire. These results were offered in order to increase the rate of the response to this study. Some 597 (69.4%) of the respondent institutions desired to be provided with the results of this study. Of these institutions, 531 (88.9%) were public, while 66 (11.1%) were private schools.

Public versus Private Institution Recruiting Methods

The chi-square statistic was calculated for each of the items on the checklist segment of the questionnaire. Some eleven items were indicated as being heavily associated with public institutions. These recruiting methods are displayed in Table 14 (Appendix B). Table 14 also indicates the percentage of public and private institutions responding to each method of recruiting.

Table 2 (Appendix A) OTHER METHODS OF RECRUITING was also examined for association with public or private institutions. The chi square statistic was calculated for the data in Table 2 with a result of 33.50, indicating that public institutions were heavily the users of recruiting efforts listed in the "other methods" category. Private institutions only responded in the categories of: (#67) Slide/sound/ motion picture about the college, 1 institution; (#77) Contacts with agencies, firms, employers of prospective students, 1 institution; (#81) High school graduate tracking program, 1 institution; (#82) Off Campus course/program offerings, 1 institution; (#84) Talent auditions, 1 institution; (#95) College musical groups sent to high schools, 1 institution; and (#103) Billboards, 1 institution.

Table 15 (Appendix B) displays the opinions of administrators of public versus private institutions as to the most valuable recruiting methods which were being utilized. Percentages of private and public institutions using each method of recruiting are also presented.

Table 16 (Appendix B) displays the opinions of administrators of public versus private institutions as to the least valuable recruiting methods which were being utilized. Percentages of private and public institutions are also indicated.

Table 17 (Appendix B) displays new methods of recruiting which are planned by public and private institutions, along with percentages of institutions.

Table 18 (Appendix B) indicates the responses to questionnaire item 45 regarding methods of advertising being utilized, with the data presented so as to separate public and private institutions.

Table 19 (Appendix C) displays those methods which were indicated by respondents as being utilized, but which were not listed on the checklist in the research questionnaire. There are 69 methods listed in Table 19, combined with the the 40 recruiting methods listed in the checklist section on the research questionnaire, result in 109 recruiting methodologies utilized by Associate Degree institutions nationwide.

Chapter V.

Summary, Conclusions, and Recommendations

Summary

This study surveyed the non-religiously affiliated institutions in the United States which offer the Associate Degree as their primary function. There were 1084 such institutions which were mailed a questionnaire, 860 of which responded with a usable questionnaire. The resulting 79.3 per cent rate of response is most favorable for this type of study, with 88.1 per cent of the responses being from public institutions.

This study found that a very vigorous recruiting effort is characteristic of most of these Associate Degree institutions. In addition to energetic recruiting efforts, many rather innovative programs and methods were being implemented. A wide diversity of recruiting methodologies was discovered, often such methods being developed to meet particular recruiting exigencies confronting individual institutions.

It was found that the existing practices of recruiting greatly outnumber those which were presented in the checklist section of the questionnaire (Appendix D). Those methods which were discovered in this study but are not included on the questionnaire checklist are listed in Table 19, (Appendix C). There are 69 such methods listed in the table.

By far, the most commonly utilized recruiting methods centered around visits and liaison with high schools, and availability of program brochures for prospective students. Visits to high schools by admissions representatives, faculty, and college day/night programs were heavily utilized by Associate Degree institutions. Similarly focuses, programs for parents, guidance counselors, and programs for prospective students on college premises were popular methods for student attraction.

Print media are heavily utilized as promotional materials for Associate Degree programs. Program or informational brochures, formal college catalogs, as well as newspaper articles and posters are staples in the recruiting process. Mass mailing techniques are used by a majority of institutions.

Radio spot advertising is the most popular broadcast medium, with television usage at about half of the radio usage. Displays at malls, fairs, and similar events are utilized by a large majority of institutions. Nearly half of Associate Degree schools use advertising specialties (carrybags, matchbooks, pens, or similar items with the imprint of the college on the object) in attracting potential students.

Personal letters to prospective students are utilized by many Associate Degree institutions, and the spread of word processor equipment will probably serve to accelerate this methodology. Home visitation of student prospects lags far behind the use of letters and telephone calls for the solicitation of student prospects.

Local civic organizations figure in programs of more than half of Associate Degree institutions. In view of the highly competitive nature of recruiting efforts, a surprising 40.5 per cent of institutions reported as engaging in cooperative recruiting efforts with other institutions.

Generally, efforts involving alumni lagged far behind other methods in popularity. Magazine advertisements were found to be the least popular advertising medium utilized.

More than half of the institutions responding indicated that they provided faculty or administration speakers for area graduation exercises. Considerably less popular was the use of student newspapers sent to high schools, and utilization of alumni bulletins or papers.

Recruiting methodologies not listed in the checklist section of the questionnaire were varied in the extreme and highly innovative. The two most popular methods in this category were Contacts with agencies/firms/employers of prospective students, and the use of Mobile Career Vans, light delivery trucks or recreational vehicles outfitted as school displays. Some of these were even reported to be equipped with self-contained computer facilities. Early admissions procedures and scholarship programs were utilized by several institutions, and Slide/sound/motion pictures about the various colleges were being used by some institutions. Generally, the recruiting methods found in Table 2 (Appendix A) were indicative of considerable creativity on behalf of the respective Associate Degree institutions, and present a significant research opportunity for future investigation.

Administrative opinions as to the value of recruiting methods was solicited by the research questionnaire. By far, the method(s) which administrators felt most valuable was the various high school visitations, with 30.9 per cent indicating this method, 16.5 per cent doing so on the first response space. This, in addition to the direct mention of items 1-5 on the questionnaire, indicates that high school visitations for sundry reasons are considered most valuable for recruiting purposes. Mass mailing campaigns, newspaper advertisements, functions that bring prospective students to Campus, arranged individual visits and tours, and word of mouth are also among the recruiting methods felt to be most valuable.

Opinions as to the least valuable methods of recruiting were also solicited. By far the method of recruitment which was felt to be least valuable was College displays at fairs, malls, etc., with 14.8 per cent of institutions responding thusly, 9.2 per cent doing so in the first response. "College Night" programs were felt to be least valuable by 7.9 per cent, and "College Day" programs at high schools were felt to be least valuable by 5.7 per cent. Mass mailing campaigns, which were also felt to be among the most valuable recruiting methods (23.8% indicating that they were most valuable methods) were also found to be least valuable methods by 10.2 per cent of the responding institutions. There is a need for additional research to determine why this is the situation.

The response to the questionnaire item regarding new methods of recruiting planned was diverse in the extreme. Some 74 institutions (8.6%) reported that no new methods were planned, the largest response to any one item in this category. The most popular response was to increase the advertising/marketing effort, with some 70 institutions responding, 55 of these on the first response space provided. Mass mailing campaigns, television spot advertising, utilization of students as recruiters, market delineation for promotional targets, contacts with agencies/firms/employers of prospective students, expanded alumni programs, and special-person recruiting figured in the future plans of institutions.

Generally, the new methods planned could provide a multitude of opportunities for future research, because of the creativity and innovation involved.

The questionnaire request for advertising methods resulted in some evidence of creativity in this area. By far, the most institutions utilized newspaper, radio, and television advertisements. Direct mail, posters, and general information brochures were considerably less popular. Some methods of advertising were highly unusual, to say the least. These included the use of a banner towed by a small aircraft, hot air balloon, displays on a marquee, stickers for rear windows of automobiles, magazine covers for Doctor's and Dentist's offices, and advertisements at cinemas. There appears to be a need for advertising productivity research in the future.

Administrative titles for personnel responsible for recruiting were quite diverse. The Director of Admissions was, by far, the most popular, with 42.7 per cent of responding institutions indicating that they utilized this title. The next most popular was the variation of Director/Vice President/Dean of Student Services/Development, with 14 per cent of institutions reporting. Some 27 titles were isolated.

Staff participating in recruiting efforts were also very diverse, but administrators and faculty were the most commonly utilized. Interestingly, some 20.1 per cent responded that all employees of the institution were expected to participate in recruiting efforts.

Although this study was heavily concerned with the activities of public institutions (some 88.1 per cent of the responses were from public institutions), effort was made to discover differences in recruiting between public and private schools. Generally, public schools seem more active in recruiting, and future research might be directed toward determination of why this is the case.

Some recruiting methods were indicated as being most heavily associated with public schools. These included high school visitation by faculty members, functions that bring prospective students to Campus, bringing high school guidance counselors for programs on Campus, provision of speakers for area graduation exercises, telephone calls to prospective students by faculty members, program or individual department brochures, mailing student newspapers to high schools, radio spot advertising, displays, programs in cooperation with civic organizations, and advertising specialties are heavily associated with public schools. Other methods of recruiting gathered by the questionnaire were also reported by public institutions.

There were some similarities in the opinions of public and private institutions as to the most valuable recruiting methods. Both public and private institutions found high school visitation to be valuable, as well as newspaper advertisements, and word of mouth. These methods were indicated as most valuable by similar numbers of institutions.

There were also many differences as to the most valuable recruiting methods. For example, 6.9 per cent felt "College Day" programs at high schools to be valuable to private institutions, while only 2.4 per cent of public institutions held a similar opinion. Some 4.9 per cent of private institutions felt that home visitation of student prospects by administrative representatives was most valuable, but only 0.7 per cent felt that way in public institutions. It should be noted that the number of responding institutions was 5 in both cases, but that the number of responding private institutions was smaller in total. Likewise, a larger percentage of private institutions felt that telephone calls to prospective students and television spot advertising were more valuable than their public institution counterparts. Finally, it might be noted that private institutions tended to utilize faculty members less for recruiting purposes than did public institutions.

A somewhat similar situation existed with administrative opinions as to the least valuable recruiting methods. Private institutions felt that "College Night" programs at high schools, mass mailing campaigns, and newspaper advertisements were least valuable recruiting methods, nearly double the percentage of public schools which responded in that manner. Public institutions scored "College Day" as well as "College Night" programs, "open house" or weekend programs, provision of speakers for graduation exercises, college displays at fairs, malls, etc., and advertising specialties as being least valuable by a higher percentage than did their private school counterparts.

In the area of new methods planned, public institutions responded far more heavily than did private institutions. Private schools, however, did indicate that they were planning no new methods of recruiting by nearly double the percentage of public institutions which were not planning new methods.

With regard to advertising methods, private institutions responded by greater percentages in the utilization of Yellow Pages, posters, magazine advertisements, and television spot advertising. Public institutions reported greater percentages in all other categories.

Conclusions

This study bears evidence that there is a vigorous recruiting effort being carried on by the vast majority of Associate Degree granting institutions in this country. This study has enumerated some 109 methods of recruiting, 40 of which were included in the checklist of the questionnaire (Appendix D) and the remainder identified through the open-ended responses provided by the institutions themselves (Table 19, Appendix C).

The very gratifying 79.3 per cent rate of response to the questionnaire, as well as the 69.3 per cent of respondents desiring the results of the study are an indication that institutional interest in recruiting activities is quite intense. Competition for students is apparently taken very seriously by Associate Degree level institutions.

Generally, the public institutions which are recruiting appear to be utilizing more and sometimes increasingly imaginative methodology, than do the private schools. Perhaps this might tend to explain the preponderance of public institutions in the Associate Degree field. Only 11.9 per cent of institutions which responded indicated that they were private institutions, an evidence that Associate Degree education is largely public institution oriented. A conjecture which is also an avenue for further research is that perhaps the public institutions have more resources allocated specifically for recruiting purposes, which would tend to even further intensify the majority of public institutions in this field.

It appears that high school visitation and contacts of various kinds are a major component of Associate Degree recruiting efforts. Indeed, even Junior High School contacts have begun. The traditional high school graduate is heavily sought after by the Associate Degree institutions.

By far the majority of methods indicated in Tables 1 and 2 (Appendix A) are high school student oriented, along with influencing high school counselors.

Educators are also beginning to become increasingly advertising conscious, and Associate Degree institutions illustrate this acceleration of concern. Mass mailings, newspaper, radio, and television advertising, along with posters, displays, and advertising specialties (among others) are frequently noted by the respondent institutions (Tables 1 and 2, Appendix A).

Judging from the highly varied methods listed in Table 2 (Appendix A), considerable creative energy is being expended by Associate Degree granting institutions to develop and improve recruiting methodologies. In many cases, these other methods were developed to deal with some specific local situation faced by particular institutions. A considerable number of these other methods might be utilized by institutions far removed from the original problem, since so many of these methods appear to have nearly universal applicability. There seems little doubt that when the results of this study are received, the methods in Table 2 (Appendix A) will most likely be given considerable attention and development.

Administrative opinions as to most valuable and least valuable recruiting methods were varied in the extreme. While this situation does indicate the need for further research as to the productivity of various recruiting methods, it also might show that some institutions are doing better with some methods than are other institutions. Because of the differing service areas of the schools involved, it is quite possible that a method which is quite productive for one institution might be very marginal for a neighboring institution.

For example, the use of mass mailings is one of the more popular methods of recruiting students. Some 92 institutions indicated on their first response space that mass mailings were most valuable, 57 institutions did so on their second space, and 56 responded thusly in their third response space on the questionnaire. The total which felt that mass mailing campaigns were most valuable accounted for 23.8 per cent of the institutions responding. On the other hand, 67 institutions felt that mass mailing campaigns were a least valuable recruiting method in their first response space, and 21 felt similarly in their second response space, totaling 10.2 per cent of the responding institutions. Obviously, many more institutions feel that mass mailing campaigns are most valuable recruiting methods than institutions which feel that mail campaigns are least valuable. However, there are probably considerable variations in how the campaigns are handled, and the clientele being served.

A similar situation exists with regard to high school visitations of various descriptions. Many more institutions favor them than do not, but more research is needed to determine what factors are involved in generation of this difference of opinion.

By an large, the administrative evaluations as to least valuable and most valuable methods do provide some indication of the emphasis placed on individual recruiting methodologies.

In passing, it might be noted that there is a considerable variety of recruiting methods listed in Tables 3-5A (Appendix A) which have a relatively small number of proponents. Some of these might be quite recently developed, and likewise created to fill a specific need faced by the geographical area served by the particular institution. It is these methods which are potentially fruitful for further study and development as recruiting methodologies. For example, "Back to School" night programs might prove to be an effective means of attracting the adult student. The traditional high school student might be attracted by the mobile career van, especially if that vehicle were given a striking exterior color scheme.

The great variety of new methods planned for recruiting indicate that Associate Degree granting institutions plan to maintain emphasis on student recruitment. The new methods planned indicated in Tables 8-10A (Appendix A) represent many which are suitable for immediate development. These methods also display a high degree of creativity in the recruiting function, which is a healthy situation, at the very least.

As a final comment about new methods planned, it is of interest to a faculty member that more faculty involvement in recruiting is being planned by some institutions.

Advertising appears to be a very integral component of Associate Degree recruiting, and also contains a maximum display of creativity. Many of the advertising methods listed in Table 11 are most ingenious, often low cost, and certainly worthy of further exploration by more institutions. Heightened advertising consciousness might characterize Associate Degree admissions practices in the future, judging from advertising related responses to the new methods planned segment of the questionnaire.

From the administrative titles of personnel responsible for recruiting (Table 12, Appendix A), one formulates the very obvious impressions that the recruitment function is held as a high priority activity by Associate Degree granting institutions. Also, it is pertinent to observe that 20.1 per cent of responding institutions expressed that all of their employees were expected to participate in recruiting to some extent (Table 13, Appendix A). Faculty members participated in recruitment according to 40.9 per cent of institutions responding.

With regard to public versus private institutions, it is apparent that the public schools are much more recruiting/advertising oriented than are the private schools. Coupled with frequently lower tuition charges, in some cases even free tuition, this implies a somewhat difficult future for private institutions in the Associate Degree field. Although purely conjectural, one wonders at the success of the Community College type of institution and what role this recruiting orientation has played in the development/growth of the Community College. Also, it is relevant to consider the cost to private institutions the very recruiting-conscious public schools have inflicted: the Associate Degree field is predominantly a public institution market. Private institutions have lost a real market opportunity in the Associate Degree programming.

As a final comment, Associate Degree recruiting methods and efforts appear to be equal to or greater than the priority afforded recruitment by four-year institutions. Associate Degree recruiting is certainly characterized by innovation and creativity. Indeed, there perhaps are methods which are listed in this study which might be adopted by four-year institutions.

Recommendations

It would be highly beneficial for administrators of Associate Degree institutions to examine the materials in the lists of recruiting methodology generated by this study in order to select possible new strategies for locating students. A great many of the methods could be adapted to local conditions with little effort, small expense, and probable positive results. The emphasis should be heavily upon the utilization of creativity in implementation of recruiting methodology. For example, the institution of telephone registration might prove to be genuine convenience in an urban setting, even though the idea originated in very rural environs. Likewise, visits to organizations, such as business firms, which have numbers of prospective students have the potential of increasing and upgrading evening program offerings. Creativity in adaptation could pay big dividends.

Likewise, advertising methods which were examined by this study might provide some ideation process in the generation of new advertising strategies. Unusual advertising methods might have the benefit of greater audience attention, while providing maximum benefit from relatively small advertising budgets. One institution reported that it had a hot air balloon for advertising purposes. It is safe to say that the sight of a hot air balloon would receive plenty of attention whenever it was in operation. One only need look at the success of the Goodyear Tire firm and its experiences with its blimps for advertising.

It would also be of material benefit for administration to reflect upon and/or analyze current recruiting programs as to their productivity.

Methods which are apparently not functioning to capacity might be revised or dropped, as appropriate, resulting in a more satisfactory utilization of budget. As recruiting funds become more precious, such analysis will become increasingly valuable.

This study also uncovered numerous research opportunities. (1) The "Other Methods" and "New Methods Planned" categories (Tables 2, 10A, Appendix A) provide a multitude of research opportunities in the development of some of the methods listed. For example, the use of word processor equipment is in its infancy, and has potential usefulness in many types of endeavor. (2) The availability and utilization of alumni for recruiting could be studied with benefit. It is highly possible that student/consumers will be more inclined to believe claims made by someone who has been successful after graduation. (3) Advertising media usage studies, as well as advertising productivity analyses await further research. Getting the most from advertising funds may become a critical issue in the near future. (4) Determination of economical methods of productivity analysis for individual recruiting methods would be most welcome research. The great disparity of methods used as indicated by this study underscores the need for some measure of effectiveness. Some of the methods probably could use improvement, or their use should be reconsidered. (5) Investigation of public resources availability for recruiting would be relevant. Funds for operation of most institutions are critical, perhaps some such schools are using too many resources for recruitment purposes, and some schools are using too little. (6) The reasons why public institutions seem to have taken the initiative in Associate Degree student recruitment should be determined through further research. Was this a case where public institutions found a market segment which was not adequately served by private education? (7) What are the reasons why there is such disparity of opinion/results of similar recruiting methodologies between individual institutions? There are most likely explanations, but further research is needed to find why this is the case. (8) There are apparently differing activity levels between private and public institutions in the field of recruiting. Perhaps further research could reveal why this appears to be the situation. (9) Finally, further investigation is needed to determine why it appears that public institutions utilize faculty far more than private institutions for recruiting purposes. It would appear that it would be in the interest of private institution faculty to do more recruiting, yet this does not seem to be the case. Further studies might reveal if, in fact, there is some philosophical difference which promotes this situation.

The main objective of this study was to provide a firm descriptive basis for decision making and future research. In addition, it was to reveal advertising methodology, and future plans of institutions, and administrative appraisal of recruiting methods. Thanks to the very gratifying level of response from the subject institutions, it was possible to provide this beginning for future study.

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Appendix A

Responses to Research

TABLE 1 -- RESPONSES TO CHECKLIST ITEMS

ITEM #	DESCRIPTION OF ITEM	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	759	88.3
2.	"College Night" programs at high schools	727	84.5
3.	High school visitation by admissions representatives	811	94.3
4.	High school visitation by faculty members	659	76.6
5.	High school visitation by (present) college students	403	46.9
6.	High school visitation by alumni	78	9.1
7.	"Open House" or weekend, everyone invited	489	56.9
8.	Functions or programs that bring prospective student to Campus	735	85.5
9.	(Arranged) individual student visits/tours	735	85.5
10.	Programs for parents on Campus	225	26.2
11.	Bringing high school guidance counselors for programs on Campus	726	84.4
12.	Personal letter to student prospects from administrators	607	70.6
13.	Personal letter to student prospects from faculty members	383	44.5
14.	Personal letter to student prospects from present students	70	8.1
15.	Personal letter to student prospects from alumnus or alumna	35	4.1
16.	Home visitation of student prospects by administrative representative	112	13.0

TABLE 1 (Continued) -- RESPONSES TO CHECKLIST ITEMS

ITEM #	DESCRIPTION OF ITEM	NUMBER OF RESPONSES	PERCENTAGE
17.	Home visitation of student prospects by faculty representative	74	8.6
18.	Home visitation of student prospects by student representative	33	3.8
19.	Home visitation of student prospects by alumni representatives	14	1.6
20.	Provision of faculty or administration speakers for area graduation exercises	442	51.4
21.	Telephone call to prospective students by administrators	381	44.3
22.	Telephone call to prospective students by faculty members	290	33.7
23.	Telephone call to prospective students by present students	130	15.0
24.	Telephone call to prospective students by alumni	36	4.2
25.	Availability of program or individual departmental brochures	791	92.0
26.	Availability of general information brochures, such as financial aid	830	96.5
27.	Use of mass mailing campaigns	686	79.8
28.	Periodic newsletters for high school guidance counselors	353	41.0
29.	Availability of formal college catalog to prospective students	783	91.0
30.	Alumni bulletin or paper	177	20.6
31.	Mailing copies of student newspaper to area high schools	311	36.2
32.	Posters about college and programs	561	65.2
33.	Newspaper advertisements	722	84.0
34.	Magazine advertisements	170	19.8

TABLE 1 (Continued) RESPONSES TO CHECKLIST ITEMS

ITEM #	DESCRIPTION OF ITEM	NUMBER OF RESPONSES	PERCENTAGE
35.	Radio spot advertising	686	79.8
36.	Television spot advertising	360	41.9
37.	College displays at fairs, malls, etc.	737	85.7
38.	College programs in cooperation with local civic organizations	530	61.6
39.	Distribution of carrybags, matchbooks pens, or similar items with the imprint of the college on the object	388	45.1
40.	Cooperative recruiting efforts with other institutions	348	40.5

TABLE 2 -- OTHER METHODS OF RECRUITING

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	Newspaper Tabloid Section	1	0.1
4.	Direct Mail	1	0.1
47.	Contacts (various) with High school Counselors	2	0.2
49.	(Various) High School visitations	1	0.1
53.	Scholarship program	6	0.7
55.	Utilization of students as recruiters	1	0.1
57.	Word of mouth	2	0.2
59.	News media coverage	1	0.1
61.	Quality of student product	2	0.2
67.	Slide/Sound/Motion Picture about college	9	1.0
70.	Use of Word Processor	1	0.1
72.	Direct mail to selected targets	2	0.2
73.	Market delineation for promotional targets	1	0.1
74.	Letters to parents of graduating H.S. seniors	1	0.1
75.	Personal contacts with prospective students	3	0.3
77.	Contacts with agencies/firms/employers of prospective students	15	1.7
79.	Special counseling services for area high schools	2	0.2
80.	Faculty exchange program with high schools	2	0.2
81.	High school graduate tracking program	3	0.3
82.	Off Campus course/program offerings	1	0.1
83.	Telephone registration	2	0.2
84.	(Talent) auditions	1	0.1
86.	Students trained as peer counselors	1	0.1

TABLE 2 (Continued) -- OTHER METHODS OF RECRUITING

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
87.	Early admissions procedures	7	0.8
88.	Special summer session classes	2	0.2
89.	"Back to school" nights	1	0.1
90.	Mobile career van	15	1.7
91.	High school tutoring programs	1	0.1
93.	Television/radio shows produced by college	3	0.3
94.	Programs for Junior high schools	1	0.1
95.	College musical groups sent to high schools	3	0.3
96.	Career planning programs	7	0.8
97.	Attractive athletics programs	1	0.1
98.	"Hot line" telephone service	2	0.2
100.	Postcard campaign	2	0.2
101.	Door to door canvass	1	0.1
102.	Senior citizen courses	2	0.2
103.	Billboards	4	0.5
105.	Expansion of alumni program	1	0.1
106.	Special-person recruiting (women, blacks, Hispanic, senior citizen, etc.)	3	0.3
109.	Contests	1	0.1
111.	Brochures featuring current students	1	0.1
116.	Payroll/bank statement stuffers	1	0.1
117.	Off Campus registration at industries, businesses, other sites	2	0.2
119.	Guest lectures at high schools by college faculty	2	0.2

TABLE 3 -- MOST VALUABLE RECRUITING METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	27	3.1
2.	"College Night" programs at high schools	6	0.7
3.	High school visitations by admissions representatives	90	10.5
4.	High school visitation by faculty members	17	2.0
5.	High school visitation by (present) college students	5	0.6
7.	"Open House" or weekend, everyone invited	10	1.2
8.	Functions or programs that bring prospective students to Campus	28	3.3
9.	(Arranged) individual student visits/tours	25	2.9
10.	Programs for parents on Campus	1	0.1
11.	Bringing high school guidance counselors for programs on Campus	9	1.0
12.	Personal letter to student prospects from administrators	5	0.6
13.	Personal letter to student prospects from faculty members	3	0.3
16.	Home visitation of student prospects by administrative representative	5	0.6
21.	Telephone call to prospective students by administrators	3	0.3
25.	Availability of program or individual departmental brochures	2	0.2
26.	Availability of general information brochures, such as financial aid	8	0.9
27.	Use of mass mailing campaigns	92	10.7
29.	Availability of formal college catalog to prospective students	3	0.3
30.	Alumni bulletin or paper	1	0.1
31.	Mailing copies of student newspaper to area high schools	1	0.1

TABLE 3 (Continued) MOST VALUABLE METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
32.	Posters about college and programs	3	0.3
33.	Newspaper advertisements	33	3.8
34.	Magazine advertisements	2	0.2
35.	Radio spot advertisements	12	1.4
36.	Television spot advertising	10	1.2
37.	College displays at fairs, malls, etc.	8	0.9
38.	College programs in cooperation with local civic organizations	1	0.1
40.	Cooperative recruiting efforts with other institutions	3	0.3
41.	High school day on Campus	4	0.5
43.	Visits by high school principals	1	0.1
44.	Hand distribution of schedule tabloid in service area	1	0.1
45.	Establishment of a Career Center	1	0.1
47.	Contacts with high school counselors	22	2.6
48.	Inviting high school students to college events	1	0.1
49.	(Various) high school visitations	142	16.5
50.	(Various) personal letters	1	0.1
52.	College Day/Night programs	18	2.1
53.	Scholarship program	1	0.1
55.	Utilization of students as recruiters	5	0.6
56.	(Various) home visitations	1	0.1
57.	Word of mouth	57	7.1
59.	News media coverage	2	0.2
60.	None	1	0.1
61.	Quality of student product	20	2.3
62.	(Various) telephone calls	11	1.3

TABLE 3 (Continued) MOST VALUABLE METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
65.	Distribution of schedules at supermarkets, malls, etc.	1	0.1
67.	Slide/sound/motion picture shows about the college	2	0.2
72.	Direct mail to selected targets	10	1.2
75.	Personal contacts with prospective students	48	5.6
76.	Personal contacts with parents of prospective students	1	0.1
77.	Contacts with agencies/firms/employers of prospective students	3	0.3
78.	Referrals	2	0.2
80.	Faculty exchange programs with high schools	1	0.1
82.	Off campus course/program offerings	1	0.1
84.	(Talent) auditions	1	0.1
85.	Don't know	1	0.1
86.	Students trained as peer counselors	1	0.1
87.	Early admissions procedures	1	0.1
89.	"Back to school" nights	1	0.1
90.	Mobile career vans	2	0.2
95.	College musical groups sent to high schools	1	0.1
96.	Career planning programs	2	0.2
99.	(General) advertising	15	1.7
103.	Billboards	1	0.1
108.	Counselor handbook publications	1	0.1
116.	Payroll/bank statement stuffers	1	0.1

TABLE 4 -- MOST VALUABLE RECRUITING METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	14	1.6
2.	"College Night" programs at high schools	14	1.6
3.	High school visitation by admissions representatives	42	4.9
4.	High school visitation by faculty members	15	1.7
5.	High school visitation by (present) college students	5	0.6
6.	High school visitation by alumni	1	0.1
7.	"Open House" or weekend, everyone invited	19	2.2
8.	Functions or programs that bring prospective student to Campus	43	5.0
9.	(Arranged) individual student visits/tours	43	5.0
10.	Programs for parents on Campus	2	0.2
11.	Bringing high school guidance counselors for programs on Campus	30	3.5
12.	Personal letter to student prospects from administrators	14	1.6
13.	Personal letter to student prospects from faculty members	8	0.9
16.	Home visitation of student prospects by administrative representative	4	0.5
17.	Home visitation of student prospects by faculty representative	1	0.1
21.	Telephone call to prospective students by administrators	8	0.9
22.	Telephone call to prospective students by faculty members	2	0.2
23.	Telephone call to prospective students by present students	2	0.2
25.	Availability of program or individual departmental brochures	4	0.5
26.	Availability of general information brochures, such as financial aid	13	1.5

TABLE 4 -- (Continued) MOST VALUABLE METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
27.	Use of mass mailing campaigns	57	6.6
28.	Periodic newsletters for high school guidance counselors	1	0.1
29.	Availability of formal college catalog to prospective students	8	0.9
30.	Alumni bulletin or paper	2	0.2
32.	Posters about college and programs	4	0.5
33.	Newspaper advertisements	61	7.1
34.	Magazine advertisements	1	0.1
35.	Radio spot advertising	22	2.6
36.	Television spot advertising	13	1.5
37.	College displays at fairs, malls, etc.	13	1.5
38.	College programs in cooperation with local civic organizations	3	0.3
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	1	0.1
40.	Cooperative recruiting efforts with other institutions	1	0.1
41.	High school day on Campus	1	0.1
44.	Hand distribution of schedule tabloid in service area	1	0.1
47.	Contacts with high school counselors	16	1.9
49.	(Various) high school visitations	78	9.1
50.	(Various) personal letters	8	0.9
51.	Attractive physical education program	1	0.1
52.	College Day/Night programs	17	2.0
53.	Scholarship program	3	0.3
54.	Increased advertising/marketing effort	1	0.1

TABLE 4 -- (Continued) MOST VALUABLE METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
55.	Utilization of students as recruiters	5	0.6
56.	(Various) home visitations	3	0.3
57.	Word of mouth	31	3.6
58.	Information available in Doctor or Dentist Offices	1	0.1
59.	News media coverage	10	1.2
61.	Quality of student product	10	1.2
62.	(Various) telephone calls	12	1.4
65.	Distribution of schedules at supermarkets, malls, etc.	1	0.1
72.	Direct mail to selected targets	7	0.8
73.	Market delineation for promotional targets	1	0.1
75.	Personal contacts with prospective students	13	1.5
76.	Personal contacts with parents of prospective students	3	0.3
77.	Contacts with agencies/firms/employers of prospective students	3	0.3
78.	Referrals	5	0.6
79.	Special counseling services for area high schools	1	0.1
80.	Faculty exchange programs with high schools	1	0.1
81.	High school graduate tracking	3	0.3
82.	Off campus course/program offerings	1	0.1
83.	Registration by telephone	1	0.1
86.	Students trained as peer counselors	2	0.2
87.	Early admissions procedures	2	0.2
89.	"Back to school" nights	1	0.1
90.	Mobile career van	1	0.1

TABLE 4 -- (Continued) MOST VALUABLE METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
95.	College musical groups sent to high schools	2	0.2
96.	Career planning programs	2	0.2
99.	(General) advertising	22	2.6
103.	Billboards	1	0.1
104.	Expansion of alumni program	1	0.1
105.	Media appearances by faculty and staff	1	0.1
106.	Special-person recruiting (women, blacks, Hispanic, senior citizen, etc.)	1	0.1
108.	Counselor handbook publication	1	0.1
112.	Job placement results	1	0.1
114.	Student aspirations survey	1	0.1
118.	Contests	1	0.1
122.	Contacting former students to return	1	0.1
123.	Allowing high school graduates on Campus	1	0.1

TABLE 5 -- MOST VALUABLE RECRUITING METHODS: THIRD RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	7	0.8
2.	"College Night" programs at high schools	12	1.4
3.	High school visitation by admissions representatives	16	1.9
4.	High school visitation by faculty members	12	1.4
5.	High school visitation by (present) college students	4	0.5
6.	High school visitation by alumni	2	0.2
7.	"Open House" or weekend, everyone invited	14	1.6
8.	Functions or programs that bring prospective students to Campus	41	4.8
9.	(Arranged) individual student visits/tours	41	4.8
11.	Bringing high school guidance counselors for programs on Campus	24	2.8
12.	Personal letter to student prospects from administrators	10	1.2
13.	Personal letter to student prospects from faculty members	3	0.3
14.	Personal letter to student prospects from present students	1	0.1
15.	Personal letter to student prospects from alumnus or alumna	1	0.1
16.	Home visitation of student prospects by administrative representative	1	0.1
21.	Telephone call to prospective students by administrators	10	1.2
22.	Telephone call to prospective students by faculty members	2	0.2
23.	Telephone call to prospective students by present students	1	0.1
25.	Availability of program or individual departmental brochures	7	0.8
26.	Availability of general information brochures, such as financial aid	25	2.9

TABLE 5 -- (Continued) MOST VALUABLE METHODS: THIRD RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
27.	Use of mass mailing campaigns	56	6.5
28.	Periodic newsletters for high school guidance counselors	1	0.1
29.	Availability of formal college catalog to prospective students	9	1.0
30.	Alumni bulletin or paper	1	0.1
32.	Posters about college and programs	3	0.3
33.	Newspaper advertisements	48	5.6
34.	Magazine advertisements	1	0.1
35.	Radio spot advertising	24	2.8
36.	Television spot advertising	13	1.5
37.	College displays at fairs, malls, etc.	24	2.8
38.	College programs in cooperation with local civic organizations	5	0.6
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	2	0.2
40.	Cooperative recruiting efforts with other institutions	3	0.3
41.	High school day on Campus	1	0.1
42.	Recruitment of veterans	1	0.1
47.	Contacts with high school counselors	13	1.5
48.	Inviting high school students to college events	1	0.1
49.	(Various) high school visitations	46	5.3
50.	(Various) personal letters	6	0.7
51.	Attractive physical education program	1	0.1
52.	College Day/Night programs	13	1.5
53.	Scholarship program	4	0.5
54.	Increased marketing/advertising effort	1	0.1
55.	Utilization of students as recruiters	2	0.2

TABLE 5 -- (Continued) MOST VALUABLE METHODS: THIRD RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
57.	Word of mouth	23	2.7
59.	News media coverage	10	1.2
61.	Quality student product	14	1.6
62.	(Various) telephone calls	7	0.8
67.	Slide/sound/motion picture about the college	2	0.2
72.	Direct mail to selected targets	7	0.8
75.	Personal contacts with prospective students	15	1.7
77.	Contacts with agencies/firms/employers of prospective students	10	1.2
78.	Referrals	4	0.5
79.	Special counseling services for area high schools	1	0.1
80.	Faculty exchange programs with high schools	1	0.1
81.	High school graduate tracking program	1	0.1
95.	College musical groups sent to high schools	2	0.2
97.	Attractive athletics programs	2	0.2
99.	(General) advertising	20	2.3
100.	Postcard campaign	1	0.1
102.	Senior citizens courses	1	0.1
103.	Billboards	1	0.1
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	2	0.2
107.	Coordinated marketing efforts	1	0.1
112.	Placement results	1	0.1
115.	Individual conferences with prospective students	1	0.1

TABLE 5A -- COMBINED RESPONSES: MOST VALUABLE RECRUITING METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	48	5.6
2.	"College Night" programs at high schools	32	3.7
3.	High school visitation by admissions representatives	148	17.2
4.	High school visitation by faculty members	44	5.1
5.	High school visitation by (present) college students	14	1.6
6.	High school visitation by alumni	3	0.3
7.	"Open House" or weekend, everyone invited	43	5.0
8.	Functions or programs that bring prospective students to Campus	112	13.0
9.	(Arranged) individual student visits/tours	109	12.7
10.	Programs for parents on Campus	3	0.3
11.	Bringing high school guidance counselors for programs on Campus	63	7.3
12.	Personal letter to student prospects from administrators	29	3.4
13.	Personal letter to student prospects from faculty members	14	1.6
14.	Personal letter to student prospects from present students	1	0.1
15.	Personal letter to student prospects from alumnus or alumna	1	0.1
16.	Home visitation of student prospects by administrative representative	10	1.2
17.	Home visitation of student prospects by faculty representative	1	0.1
21.	Telephone call to prospective students by administrators	21	2.4
22.	Telephone call to prospective students by faculty members	4	4.7

TABLE 5A -- (Continued) COMBINED RESPONSES: MOST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
23.	Telephone call to prospective students by present students	2	0.2
25.	Availability of program or individual departmental brochures	13	1.5
26.	Availability of general information brochures, such as financial aid	46	5.3
27.	Use of mass mailing campaigns	205	23.8
28.	Periodic newsletters for high school guidance counselors	2	0.2
29.	Availability of formal college catalog to prospective students	20	2.3
30.	Alumni bulletin or paper	4	0.5
31.	Mailing copies of student newspaper to area high schools	1	0.1
32.	Posters about college and programs	4	0.5
33.	Newspaper advertisements	142	16.5
34.	Magazine advertisements	4	0.5
35.	Radio spot advertising	58	6.7
36.	Television spot advertising	36	4.2
37.	College displays at fairs, malls, etc.	45	5.2
38.	College programs in cooperation with local civic organizations	9	1.1
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	1	0.1
40.	Cooperative recruiting efforts with other institutions	7	0.8
41.	High school day on Campus	6	0.7
42.	Recruitment of veterans	1	0.1
43.	Visits by high school principals	1	0.1

TABLE 5A -- (Continued) COMBINED RESPONSES: MOST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
44.	Hand distribution of schedule tabloid in service area	2	0.2
45.	Establishment of a career center	1	0.1
47.	Contacts with high school counselors	51	5.9
48.	Inviting high school students to college events	1	0.1
49.	(Various) high school visitations	266	30.9
50.	(Various) personal letters	15	1.7
51.	Attractive physical education program	2	0.2
52.	College Day/Night programs	48	5.6
53.	Scholarship program	8	0.9
54.	Increased advertising/marketing effort	2	0.2
55.	Utilization of students as recruiters	12	1.4
56.	(Various) home visitations	4	4.7
57.	Word of mouth	111	12.9
58.	Information available in Doctor or Dentist Offices	1	0.1
59.	News media coverage	22	2.6
60.	None	1	0.1
61.	Quality of student product	10	1.2
62.	(Various) telephone calls	30	3.5
65.	Distribution of schedules at supermarkets, malls, etc.	2	0.2
67.	Slide/sound/motion picture shows about the college	2	0.2
72.	Direct mail to selected targets	24	2.8
73.	Market delineation for promotional targets	1	0.1
75.	Personal contacts with prospective students	76	8.8
76.	Personal contacts with parents of prospective students	4	0.5

TABLE 5A -- (Continued) COMBINED RESPONSES: MOST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
77.	Contacts with agencies/firms/employers of prospective students	16	1.9
78.	Referrals	11	1.3
79.	Special counseling services for area high schools	2	0.2
80.	Faculty exchange programs with high schools	3	0.3
81.	High school graduate tracking	4	0.5
82.	Off campus course/program offerings	2	0.2
83.	Registration by telephone	2	0.2
84.	(Talent) auditions	1	0.1
85.	Don't know	1	0.1
86.	Students trained as peer counselors	3	0.3
87.	Early admissions procedures	3	0.3
89.	"Back to school" nights	2	0.2
90.	Mobile career van	3	0.3
95.	College musical groups sent to high schools	5	0.6
96.	Career planning programs	4	0.5
97.	Attractive athletics programs	2	0.2
99.	(General) advertising	57	6.6
100.	Postcard campaign	2	0.2
102.	Senior citizens courses	1	0.1
103.	Billboards	3	0.3
104.	Expand alumni program	1	0.1
105.	Media appearances by faculty and staff	1	0.1
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	3	0.3
107.	Coordinated marketing efforts	1	0.1
108.	Counselor handbook publication	1	0.1

TABLE 5A -- (Continued) COMBINED RESPONSES: MOST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
112.	Placement results	2	0.2
114.	Student aspirations survey	1	0.1
115.	Individual conferences with prospective students and their parents	1	0.1
116.	Payroll/bank statement stuffers	1	0.1
118.	Contests	1	0.1
122.	Contacting former students to return	1	0.1
123.	Allowing high school graduates on Campus	1	0.1

TABLE 6 -- LEAST VALUABLE RECRUITING METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	35	4.1
2.	"College Night" programs at high schools	39	4.5
3.	High school visitation by admissions representatives	12	1.4
4.	High school visitation by faculty members	11	1.3
5.	High school visitation by (present) college students	1	0.1
6.	High school visitation by alumni	1	0.1
7.	"Open House" or weekend, everyone invited	17	2.0
8.	Functions or programs that bring prospective students to Campus	2	0.2
9.	(Arranged) individual student visits/tours	4	0.5
10.	Programs for parents on Campus	4	0.5
11.	Bringing high school guidance counselors for programs on Campus	9	1.0
12.	Personal letter to student prospects from administrators	9	1.0
13.	Personal letter to student prospects from faculty members	2	0.2
16.	Home visitation of student prospects by administrative representative	2	0.2
20.	Provision of faculty or administration speakers for area graduation exercises	25	2.9
21.	Telephone call to prospective students by administrators	3	0.3
22.	Telephone call to prospective students by faculty members	1	0.1
23.	Telephone call to prospective students by present students	1	0.1
24.	Telephone call to prospective students by alumni	1	0.1
25.	Availability of program or individual departmental brochures	2	0.2

TABLE 6 -- (Continued) LEAST VALUABLE METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
26.	Availability of general information brochures, such as financial aid	10	1.2
27.	Use of mass mailing campaigns	67	7.8
28.	Periodic newsletters for high school guidance counselors	14	1.6
29.	Availability of formal college catalog to prospective students	25	2.9
30.	Alumni bulletin or paper	14	1.6
31.	Mailing copies of student newspaper to area high schools	9	1.0
32.	Posters about college and programs	21	2.4
33.	Newspaper advertisements	34	4.0
34.	Magazine advertisements	8	0.9
35.	Radio spot advertisements	32	3.7
36.	Television spot advertising	31	3.6
37.	College displays at fairs, malls, etc.	79	9.2
38.	College programs in cooperation with local civic organizations	6	0.7
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	21	2.4
40.	Cooperative recruiting efforts with other institutions	14	1.6
47.	Contacts with high school counselors	5	0.6
49.	(Various) high school visitations	8	0.9
50.	(Various) personal letters	5	0.6
52.	College Day/Night programs	17	2.0
55.	Utilization of students as recruiters	1	0.1
56.	(Various) home visitations	4	0.5
60.	None	1	0.1
62.	(Various) telephone calls	8	0.9

TABLE 6 -- (Continued) LEAST VALUABLE METHODS: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
67.	Slide/sound/motion pictures about the college	2	0.2
71.	(Various) newsletters	1	0.1
76.	Personal contacts with parents of prospective students	2	0.2
78.	Referrals	1	0.1
85.	Don't know	1	0.1
90.	Mobile career van	1	0.1
99.	(General) advertising	11	1.3
104.	Expand alumni program	4	0.5
120.	Announcements in classes by instructors encouraging students to recommend college to friends, etc.	1	0.1

TABLE 7 -- LEAST VALUABLE RECRUITING METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	14	1.6
2.	"College Night" programs at high schools	29	3.4
3.	High school visitation by admissions representatives	8	0.9
4.	High school visitation by faculty members	5	0.6
5.	High school visitation by (present) college students	3	0.3
6.	High school visitation by alumni	3	0.3
7.	"Open House" or weekend, everyone invited	19	2.2
8.	Functions or programs that bring prospective students to Campus	4	0.5
9.	(Arranged) individual student visits/tours	5	0.6
10.	Programs for parents on Campus	1	0.1
11.	Bringing high school guidance counselors for programs on Campus	3	0.3
12.	Personal letter to student prospects from administrators	7	0.8
13.	Personal letter to student prospects from faculty members	1	0.1
15.	Personal letter to student prospects from alumnus or alumna	2	0.2
16.	Home visitation of student prospects by administrative representative	1	0.1
17.	Home visitation of student prospects by faculty representative	1	0.1
18.	Home visitation of student prospects by student representative	1	0.1
20.	Provision of faculty or administrative speakers for area graduation exercises	23	2.7
21.	Telephone call to prospective students by administrators	2	0.2
22.	Telephone call to prospective students by faculty members	3	0.3

TABLE 7 -- (Continued) LEAST VALUABLE METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
23.	Telephone call to prospective students by present students	1	0.1
24.	Telephone call to prospective students by alumni	1	0.1
25.	Availability of program or individual departmental brochures	4	0.5
26.	Availability of general information brochures, such as financial aid	6	0.7
27.	Use of mass mailing campaigns	21	2.4
28.	Periodic newsletters for high school guidance counselors	6	0.7
29.	Availability of formal college catalog to prospective students	21	2.4
30.	Alumni bulletin or paper	12	1.4
31.	Mailing copies of student newspaper to area high schools	7	0.8
32.	Posters about college and programs	27	3.1
33.	Newspaper advertisements	30	3.5
34.	Magazine advertisements	3	0.3
35.	Radio spot advertising	26	3.0
36.	Television spot advertising	10	1.2
37.	College displays at fairs, malls, etc.	48	5.6
38.	College programs in cooperation with local civic organizations	13	1.5
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	28	3.3
40.	Cooperative recruiting efforts with other institutions	23	2.7
47.	Contacts with high school counselors	2	0.2
49.	(Various) high school visitations	7	0.8
50.	(Various) personal letters	4	0.5

TABLE 7 -- (Continued) LEAST VALUABLE METHODS: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
52.	College Day/Night programs	12	1.4
56.	(Various) home visitations	2	0.2
59.	News media coverage	1	0.1
62.	(Various) telephone calls	4	0.5
73.	Market delineation for promotional targets	1	0.1
79.	Special counseling services for area high schools	1	0.1
81.	High school graduate tracking programs	1	0.1
99.	(General) advertising	2	0.2
103.	Billboards	1	0.1
104.	Expansion of alumni program	1	0.1
121.	Physical appearance of Campus	1	0.1
123.	Allowing high school graduates on Campus	1	0.1

TABLE 7A -- COMBINED RESPONSES: LEAST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	49	5.7
2.	"College Night" programs at high schools	68	7.9
3.	High school visitation by admissions representatives	20	2.3
4.	High school visitation by faculty members	16	1.9
5.	High school visitation by (present) college students	1	0.1
6.	High school visitation by alumni	4	0.5
7.	"Open House" or weekend, everyone invited	36	4.2
8.	Functions or programs that bring prospective students to Campus	6	0.7
9.	(Arranged) individual student visits/tours	9	1.1
10.	Programs for parents on Campus	5	0.6
11.	Bringing high school guidance counselors for programs on Campus	12	1.4
12.	Personal letter to student prospects from administrators	16	1.9
13.	Personal letter to student prospects from faculty members	3	0.3
15.	Personal letter to student prospects from alumnus or alumna	2	0.2
16.	Home visitation of student prospects by administrative representative	3	0.3
17.	Home visitation of student prospects by faculty representative	1	0.1
18.	Home visitation of student prospects by student representative	1	0.1
20.	Provision of faculty or administration speakers for area graduation exercises	48	5.6
21.	Telephone call to prospective students by administrators	5	0.6

TABLE 7A -- (Continued) COMBINED RESPONSES: LEAST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
22.	Telephone call to prospective students by faculty members	4	0.5
23.	Telephone call to prospective students by present students	2	0.2
24.	Telephone call to prospective students by alumni	2	0.2
25.	Availability of program or individual departmental brochures	6	0.7
26.	Availability of general information brochures, such as financial aid	16	1.9
27.	Use of mass mailing campaigns	88	10.2
28.	Periodic newsletters for high school guidance counselors	20	2.3
29.	Availability of formal college catalog to prospective students	46	5.4
30.	Alumni bulletin or paper	14	1.6
31.	Mailing copies of student newspaper to area high schools	16	1.9
32.	Posters about college and programs	48	5.6
33.	Newspaper advertisements	64	7.4
34.	Magazine advertisements	11	1.3
35.	Radio spot advertisements	58	6.7
36.	Television spot advertising	41	4.8
37.	College displays at fairs, malls, etc.	127	14.8
38.	College programs in cooperation with local civic organizations	19	2.2
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	49	5.7
40.	Cooperative recruiting efforts with other institutions	37	4.3

TABLE 7A -- (Continued) COMBINED RESPONSES: LEAST VALUABLE METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
47.	Contacts with high school counselors	7	0.8
49.	(Various) high school visitations	15	1.7
50.	(Various) personal letters	9	1.0
52.	College Day/Night programs	29	3.4
55.	Utilization of students as recruiters	1	0.1
56.	(Various) home visitations	6	0.7
59.	News media coverage	1	0.1
60.	None	1	0.1
62.	(Various) telephone calls	12	1.4
67.	Slide/sound/motion pictures about the college	2	0.2
71.	(Various) newsletters	1	0.1
73.	Market delineation for promotional targets	1	0.1
76.	Personal contacts with parents of prospective students	2	0.2
78.	Referrals	1	0.1
79.	Special counseling services for area high schools	1	0.1
81.	High school graduate tracking program	1	0.1
85.	Don't know	1	0.1
90.	Mobile career van	1	0.1
99.	(General) advertising	13	1.5
103.	Billboards	1	0.1
104.	Expansion of alumni program	5	0.6
120.	Announcements in classes by instructors encouraging students to recommend college to friends, etc.	1	0.1
121.	Physical appearance of Campus	1	0.1
123.	Allowing high school graduates on Campus	1	0.1

TABLE 8 -- NEW METHODS OF RECRUITING PLANNED: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	2	0.2
3.	High school visitation by admissions representatives	1	0.1
4.	High school visitation by faculty members	12	1.4
5.	High school visitation by (present) college students	4	0.5
6.	High school visitation by alumni	1	0.1
7.	"Open House" or weekend, everyone invited	6	0.7
8.	Functions or programs that bring prospective students to Campus	5	0.6
9.	(Arranged) individual student visits/tours	3	0.3
10.	Programs for parents on Campus	3	0.3
11.	Bringing high school guidance counselors for programs on Campus	6	0.7
12.	Personal letter to student prospects from administrators	5	0.6
13.	Personal letter to student prospects from faculty members	2	0.2
14.	Personal letter to student prospects from present students	1	0.1
16.	Home visitation of student prospects by administrative representative	5	0.6
20.	Provision of faculty or administration speakers for area graduation exercises	2	0.2
21.	Telephone call to prospective students by administrators	3	0.3
25.	Availability of program or individual departmental brochures	1	0.1
26.	Availability of general information brochures, such as financial aid	2	0.2
27.	Use of mass mailing campaigns	13	1.5

TABLE 8 -- (Continued) NEW METHODS PLANNED: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
28.	Periodic newsletters for high school guidance counselors	4	0.5
29.	Availability of formal college catalog to prospective students	1	0.1
30.	Alumni bulletin or paper	1	0.1
31.	Mailing copies of student newspaper to area high schools	1	0.1
32.	Posters about college and program	3	0.3
33.	Newspaper advertisements	2	0.2
34.	Magazine advertisements	4	0.5
35.	Radio spot advertising	5	0.6
36.	Television spot advertising	20	2.3
37.	College displays at fairs, malls, etc.	7	0.8
38.	College programs in cooperation with local civic organizations	2	0.2
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	1	0.1
40.	Cooperative recruiting efforts with other institutions	7	0.8
44.	Distribution of schedule tabloid in service area	1	0.1
47.	Contact with high school counselors	10	1.2
49.	(Various) high school visitations	2	0.2
50.	(Various) personal letters	2	0.2
52.	College Day/Night programs	1	0.1
53.	Scholarship programs	3	0.3
54.	Increased advertising/marketing effort	55	6.4
55.	Utilization of students as recruiters	20	2.3
56.	(Various) home visitations	2	0.2
59.	News media coverage	2	0.2

TABLE 8 -- (Continued) NEW METHODS PLANNED: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
60.	None	74	8.6
62.	(Various) telephone calls	8	0.9
67.	Slide/sound/motion pictures about the college	10	1.2
68.	Registration by mail	4	0.5
69.	Group visits of accepted (but not yet registered) students	1	0.1
70.	Use of word processor	6	0.7
71.	(Various) newsletters	1	0.1
72.	Direct mail to selected market targets	17	2.0
73.	Market delineation for promotional targets	29	3.4
75.	Personal contact with prospective students	1	0.1
76.	Personal contact with parents of prospective students	1	0.1
77.	Contacts with agencies/firms/employers of prospective students	17	1.9
78.	Referrals	1	0.1
79.	Special counseling services for area high schools	1	0.1
80.	Faculty exchange programs with high schools	4	0.5
81.	High school graduate tracking programs	8	0.9
82.	Off campus course/program offerings	10	1.2
83.	Telephone registration	2	0.2
86.	Students trained as peer counselors	4	0.5
87.	Early admissions procedures	3	0.3
90.	Mobile career van	4	0.5
92.	Bi-lingual/bi-cultural efforts	3	0.3
94.	Programs for junior high school students	3	0.3
96.	Career planning programs	2	0.2

TABLE 8 -- (Continued) NEW METHODS PLANNED: FIRST RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
98.	"Hot line" phone service	1	0.1
103.	Billboards	1	0.1
104.	Expand alumni program	15	1.7
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	29	3.4
107.	More coordinated marketing efforts	16	1.9
110.	Use of professional advertising agency	1	0.1
113.	Development of car/van pool system	1	0.1
119.	Using faculty as guest lecturers in high schools	2	0.2

TABLE 9 -- NEW METHODS OF RECRUITING PLANNED: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
2.	"College Night" programs at high schools	1	0.1
4.	High school visitation by faculty members	8	0.9
6.	High school visitation by alumni	1	0.1
7.	"Open House" or weekend, everyone invited	3	0.3
8.	Functions or programs that bring prospective students to Campus	5	0.6
10.	Programs for parents on Campus	1	0.1
11.	Bringing high school guidance counselors for programs on Campus	1	0.1
13.	Personal letter to student prospects from administrators	1	0.1
21.	Telephone call to prospective students by administrators	1	0.1
23.	Telephone call to prospective students by present students	2	0.2
25.	Availability of program or individual departmental brochures	1	0.1
26.	Availability of general information brochures, such as financial aid	3	0.3
27.	Use of mass mailing campaigns	5	0.6
28.	Periodic newsletters for high school guidance counselors	4	0.5
30.	Alumni bulletin or paper	1	0.1
32.	Posters about college and programs	1	0.1
34.	Magazine advertisements	1	0.1
35.	Radio spot advertising	3	0.3
36.	Television spot advertising	8	0.9
37.	College displays at fairs, malls, etc.	5	0.6

TABLE 9 -- (Continued) NEW METHODS PLANNED: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	1	0.1
40.	Cooperative recruiting efforts with other institutions	4	0.5
46.	(Various) brochures	1	0.1
47.	Contacts with high school counselors	4	0.5
50.	(Various) personal letters	1	0.1
53.	Scholarship program	3	0.3
54.	Increased marketing/advertising effort	14	1.6
55.	Utilization of students as recruiters	5	0.6
56.	(Various) home visitations	1	0.1
59.	News media coverage	1	0.1
62.	(Various) telephone calls	3	0.3
64.	Involve community advisory group	1	0.1
67.	Slide/sound/motion picture about the college	4	0.5
70.	Use of word processor	4	0.5
72.	Direct mail to selected targets	3	0.3
73.	Market delineation for promotional targets	7	0.8
75.	Personal contacts with prospective students	2	0.2
76.	Personal contacts with parents of prospective students	2	0.2
77.	Contacts with agencies/firms/employers of prospective students	6	0.7
79.	Special counseling services for area high schools	2	0.2
80.	Faculty exchange programs with high schools	2	0.2
81.	High school graduate tracking programs	3	0.3

TABLE 9 -- (Continued) NEW METHODS PLANNED: SECOND RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
82.	Off campus course/program offerings	2	0.2
83.	Registration by telephone	1	0.1
86.	Students trained as peer counselors	2	0.2
90.	Mobile career van	3	0.3
93.	Television/radio show produced by college	1	0.1
94.	Programs for junior high school students	1	0.1
104.	Expand alumni program	10	1.2
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	4	0.5
107.	More coordinated marketing efforts	4	0.5
116.	Payroll/bank statement stuffers	1	0.1

TABLE 10 -- NEW METHODS OF RECRUITING PLANNED: THIRD RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
4.	High school visitation by faculty members	2	0.2
5.	High school visitation by (present) college students	4	0.5
7.	"Open House" or weekend, everyone invited	3	0.3
8.	Functions or programs that bring prospective students to Campus	1	0.1
11.	Bringing high school guidance counselors for programs on Campus	2	0.2
12.	Personal letter to student prospects from administrators	2	0.2
16.	Home visitation of student prospects by administrative representative	1	0.1
18.	Home visitation of student prospects by student representative	1	0.1
21.	Telephone call to prospective students by administrators	1	0.1
25.	Availability of program or individual departmental brochures	1	0.1
27.	Use of mass mailing campaigns	1	0.1
28.	Periodic newsletters for high school guidance counselors	3	0.3
30.	Alumni bulletin or paper	1	0.1
36.	Television spot advertising	2	0.2
37.	College displays at fairs, malls, etc.	1	0.1
40.	Cooperative recruiting efforts with other institutions	3	0.3
50.	(Various) personal letters	2	0.2
54.	Increased marketing/advertising effort	1	0.1
55.	Utilization of students as recruiters	3	0.3
62.	(Various) telephone calls	1	0.1

TABLE 10 -- (Continued) NEW METHODS PLANNED: THIRD RESPONSE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
72.	Direct mail to selected targets	1	0.1
73.	Market delineation for promotional targets	1	0.1
77.	Contacts with agencies/firms/employers of prospective students	3	0.3
87.	Early admissions procedures	1	0.1
96.	Career planning programs	1	0.1
103.	Billboards	1	0.1
104.	Expand alumni program	3	0.3
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	3	0.3
107.	More coordinated marketing efforts	2	0.2

TABLE 10A -- COMBINED RESPONSES: NEW METHODS OF RECRUITING PLANNED

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	"College Day" programs at high schools	2	0.2
2.	"College Night" programs at high schools	1	0.1
3.	High school visitation by admissions representatives	1	0.1
4.	High school visitation by faculty members	22	2.6
5.	High school visitation by (present) college students	8	0.9
6.	High school visitation by alumni	1	0.1
7.	"Open House" or weekend, everyone invited	12	1.4
8.	Functions or programs that bring prospective students to Campus	11	1.3
9.	(Arranged) individual student visits/tours	3	0.3
10.	Programs for parents on Campus	4	0.5
11.	Bringing high school guidance counselors for programs on Campus	9	1.0
12.	Personal letter to student prospects from administrators	5	0.6
13.	Personal letter to student prospects from faculty members	3	0.3
14.	Personal letter to student prospects from present students	1	0.1
16.	Home visitation of student prospects by administrative representative	6	0.7
18.	Home visitation of student prospects by student representative	1	0.1
20.	Provision of faculty or administration speakers for area graduation exercises	2	0.2
21.	Telephone call to prospective students by administrators	5	0.6
23.	Telephone call to prospective students by present students	2	0.2

TABLE 10A -- (Continued) COMBINED RESPONSES: NEW METHODS PLANNED

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
25.	Availability of program or individual departmental brochures	3	0.3
26.	Availability of general information brochures, such as financial aid	5	0.6
27.	Use of mass mailing campaigns	19	2.2
28.	Periodic newsletters for high school guidance counselors	11	1.3
29.	Availability of formal college catalog to prospective students	1	0.1
30.	Alumni bulletin or paper	1	0.1
31.	Mailing copies of student newspaper to area high schools	1	0.1
32.	Posters about college and program	4	0.5
33.	Newspaper advertisements	2	0.2
34.	Magazine advertisements	5	0.6
35.	Radio spot advertising	8	0.9
36.	Television spot advertising	30	3.5
37.	College displays at fairs, malls, etc.	13	1.5
38.	College programs in cooperation with local civic organizations	2	0.2
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	2	0.2
40.	Cooperative recruiting efforts with other institutions	14	1.6
44.	Distribution of schedule tabloid in service area	1	0.1
46.	(Various) brochures	1	0.1
47.	Contact with high school counselors	14	1.6
49.	(Various) high school visitations	2	0.2
50.	(various) personal letters	5	0.6

TABLE 10A -- (Continued) COMBINED RESPONSES: NEW METHODS PLANNED

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
52.	College Day/Night programs	1	0.1
53.	Scholarship programs	6	0.7
54.	Increased advertising/marketing effort	70	8.1
55.	Utilization of students as recruiters	28	3.3
56.	(Various) home visitations	3	0.3
59.	News media coverage	3	0.3
60.	None	74	8.6
62.	(Various) telephone calls	12	1.4
64.	Involvement of Community Advisory Group	1	0.1
67.	Slide/sound/motion pictures about the college	14	1.6
68.	Registration by mail	4	0.5
69.	Group visits of accepted (but not yet registered) students	1	0.1
70.	Use of word processor	10	1.2
7[illegible].	(Various) newsletters	1	0.1
72.	Direct mail to selected market targets	21	2.4
73.	Market delineation for promotional targets	37	4.3
75.	Personal contact with prospective students	3	0.3
76.	Personal contact with parents of prospective students	3	0.3
77.	Contacts with agencies/firms/employers of prospective students	26	3.0
78.	Referrals	1	0.1
79.	Special counseling services for area high schools	3	0.3
80.	Faculty exchange programs with high schools	6	0.7
81.	High school graduate tracking program	11	1.3

TABLE 10A -- (Continued) COMBINED RESPONSES: NEW METHODS PLANNED

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
82.	Off campus course/program offerings	12	1.4
83.	Telephone registration	3	0.3
86.	Students trained as peer counselors	6	0.7
87.	Early admissions procedures	4	0.5
90.	Mobile career van	7	0.8
92.	Bi-lingual/bi-cultural efforts	3	0.3
93.	(Own) television/radio show	1	0.1
94.	Programs for junior high school students	4	0.5
96.	Career planning programs	3	0.3
98.	"Hot line" phone service	1	0.1
103.	Billboards	2	0.2
104.	Expand alumni program	28	3.3
106.	Special-person recruiting (women, blacks, Hispanics, senior citizens, etc.)	36	4.2
107.	More coordinated marketing efforts	22	2.6
110.	Use of professional advertising agency	1	0.1
113.	Development of car/van pool system	1	0.1
116.	Payroll/bank statement stuffers	1	0.1
119.	Using faculty as guest lecturers in high schools	2	0.2

TABLE 11 -- ADVERTISING METHODS (Combined Open-Ended Responses)

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	Newspaper/tabloids	1	0.1
2.	Placemats in restaurants, etc.	1	0.1
3.	Bumper stickers	6	0.7
4.	Direct mail	69	8.0
5.	Billboards	42	4.9
6.	Television appearances by faculty and staff	2	0.2
7.	Word of mouth	3	0.3
8.	All media	15	1.7
9.	Bulletins	1	0.1
10.	Neon signs	1	0.1
11.	Yellow pages	4	0.5
12.	None	23	2.7
13.	News releases	3	0.3
14.	Transit advertising	9	1.0
15.	Advertisements at cinemas	1	0.1
16.	Community Calendar	1	0.1
17.	Advertisements in high school yearbooks	1	0.1
18.	Hot air balloon	1	0.1
19.	Campus sticker for rear window of automobiles	1	0.1
20.	Magazine covers for Doctor's, Dentist's offices	1	0.1
21.	Display on marquee	1	0.1
22.	Banner towed by small aircraft	1	0.1
25.	Availability of program or individual departmental brochures	3	0.3
26.	Availability of general information brochures, such as financial aid	62	7.2

TABLE 11 -- (Continued) ADVERTISING METHODS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
27.	Use of mass mailing campaigns	27	3.1
28.	Periodic newsletters for high school guidance counselors	1	0.1
29.	Availability of formal college catalog to prospective students	2	0.2
31.	Mailing copies of student newspaper to area high schools	1	0.1
32.	Posters about college and programs	60	7.0
33.	Newspaper advertisements	539	62.7
34.	Magazine advertisements	46	5.3
35.	Radio spot advertising	464	54.0
36.	Television spot advertising	248	28.8
37.	College displays at fairs, malls, etc.	3	0.3
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	11	1.3
00.	No response to this item	166	19.3

TABLE 12 -- ADMINISTRATIVE TITLE OF PERSON RESPONSIBLE FOR RECRUITING

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	Director of Admissions	367	42.7
2.	Dean of Students/Student Affairs/Student Personnel	96	11.2
3.	Director of Co-operative Education and Development	4	0.5
4.	Assistant to the President/Dean/Director/Vice President	9	1.0
5.	Director of Administration	1	0.1
6.	Development Director	1	0.1
7.	Director of Recruiting	32	3.7
8.	Dean/Assistant Dean of Instruction	2	0.2
9.	Director of School and Community Relations/Community Programs	6	0.7
10.	Nobody in particular	24	2.8
11.	President/Director/Provost/etc.	25	2.9
12.	Director/Vice President/Dean of Student Services/Student Development	120	14.0
13.	Director of Special Programs	13	0.1
14.	All administrative	3	0.3
15.	Director/Vice President/Dean of Research and Development	2	0.2
16.	Dean/Vice President/Director of Public Information/Public Relations	21	2.4
17.	Director of Counseling	14	1.6
18.	Registrar	5	0.6
19.	College Promotion Specialist	1	0.1
20.	Outreach Coordinator	1	0.1

TABLE 12 -- (Continued) ADMINISTRATIVE TITLE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
21.	Recruiting Committee	1	0.1
22.	Dean of Counseling	19	2.2
23.	Dean/Director/Assistant for High School Relations/Community Relations	29	3.7
24.	Vice President	2	0.2
25.	Faculty Member	1	0.1
26.	Field Representative	1	0.1
27.	Program Manager	1	0.1
00.	No response to this item	71	8.3

TABLE 13 -- STAFF PARTICIPATING IN RECRUITING EFFORTS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
1.	Director of Admissions	169	19.6
2.	Director of Continuing Education	35	4.1
3.	Counselors	157	35.7
4.	President/Director/Provost/etc.	21	3.5
5.	Faculty members	352	40.9
6.	Administrators	520	60.5
7.	Support Staff	81	9.4
8.	ALL (staff of institution)	173	20.1
9.	Athletic Directors/Coaches	109	12.7
10.	Dean of Students/Student Affairs	35	4.1
11.	Dean of Instruction	7	0.8
12.	Director of Development	1	0.1
13.	Admissions Office Staff	85	9.9
14.	Director of Recruiting	7	0.8
15.	Dean of Academic Affairs	9	1.0
16.	Director of Veterans Affairs	12	1.4
17.	Associate/Assistant Dean of Students	4	0.4
18.	Program Directors/Department Heads	54	6.3
19.	Director of Financial Aid/Financial Aid Staff	58	6.7
20.	Director of Public Information/Public Relations	9	1.0
21.	Registrar	11	1.3
22.	Director of Student Union/Student Activities	9	1.0
23.	Dean/Director/Vice President of Student Services/ Student Development	39	4.5

TABLE 13 -- (Continued) STAFF PARTICIPATING

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	NUMBER OF RESPONSES	PERCENTAGE
24.	Director of Marketing	1	0.1
25.	Students (as peer counselors)	50	5.8
26.	NONE (as written response)	2	0.1
27.	EOPS personnel	8	0.9
28.	Dean/Director/Vice President of Counseling	5	0.6
29.	Volunteers	7	0.8
30.	Director/Dean of High School Relations/ Community Relations	3	1.0
31.	Minority Relations/Minority Services Representatives	1	0.1
33.	Marketing Committee/Outreach Program/ Admissions Committee	7	0.8
34.	Alumni	2	0.2
35.	Placement Director	4	0.4
00.	These items left blank by respondents	42	4.8

Appendix B

Public Versus Private Institutions

TABLE 14 -- PUBLIC VERSUS PRIVATE INSTITUTIONS: CHECKLIST ITEMS

ITEM #	DESCRIPTION OF ITEM	CHI-SQUARE VALUE	PERCENT PUBLIC SCHOOLS	PERCENT PRIVATE SCHOOLS
4.	High school visitation by faculty members	135.22	95.3%	4.7%
8.	Functions or programs that bring prospective students to Campus	38.27	88.3	64.7
11.	Bringing high school guidance counselors for programs on Campus	69.20	88.3	55.9
20.	Provision of faculty or administration speakers for area graduation exercises	23.39	54.5	28.4
22.	Telephone call to prospective students by faculty members	17.77	36.3	14.7
25.	Availability of program or individual departmental brochures	45.19	94.3	74.5
31.	Mailing copies of student newspaper to area high schools	20.02	38.9	15.7
35.	Radio spot advertising	61.46	83.8	50.0
37.	Displays	35.98	88.4	65.7
38.	College programs in cooperation with local civic organizations	27.91	64.9	37.3
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	8.21	47.0	31.4

* = .01 Level of Significance
** = .05 Level of Significance
*** = Not Statistically Significant

TABLE 15 -- MOST VALUABLE METHODS: PUBLIC VERSUS PRIVATE INSTITUTIONS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
1.	"College Day" programs at high schools	18	2.4	7	6.9
2.	"College Night programs at high schools	28	3.7	4	3.9
3.	High school visitation by admissions representatives	129	17.0	19	18.6
4.	High school visitation by faculty members	43	5.7	1	0.1
5.	High school visitation by (present) college students	12	1.6	2	0.3
6.	High school visitation by alumni	3	0.4	0	0
7.	"Open House" or weekend, everyone invited	36	4.7	7	0.9
8.	Functions or programs that bring prospective students to Campus	108	14.2	4	0.5
9.	(Arranged) individual student visits/tours	91	12.0	18	2.4
10.	Programs for parents on Campus	3	0.4	0	0
11.	Bringing high school guidance counselors for programs on Campus	61	8.0	2	0.3
12.	Personal letter to student prospects from administrators	27	3.6	2	0.3
13.	Personal letter to student prospects from faculty members	14	1.8	0	0
14.	Personal letter to student prospects from present students	0	0	1	0.1
15.	Personal letter to student prospects from alumnus or alumna	1	0.1	0	0
16.	Home visitation of student prospects by administrative representative	5	0.7	5	4.9
17.	Home visitation of student prospects by faculty representative	1	0.1	0	0

TABLE 15 -- (Continued) MOST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
21.	Telephone call to prospective students by administrators	10	1.3	11	10.8
22.	Telephone call to prospective students by faculty members	4	0.5	0	0
23.	Telephone call to prospective students by present students	3	0.4	0	0
25.	Availability of program or individual departmental brochures	13	1.7	0	0
26.	Availability of general information brochures, such as financial aid	44	5.8	2	1.9
27.	Use of mass mailing campaigns	186	24.5	19	18.6
28.	Periodic newsletters for high school guidance counselors	2	0.3	0	0
29.	Availability of formal college catalog to prospective students	17	2.2	3	2.9
30.	Alumni bulletin or paper	3	0.4	1	0.9
31.	Mailing copies of student newspaper to area high schools	1	0.1	0	0
32.	Posters about college and programs	6	0.8	4	3.9
33.	Newspaper advertisements	126	16.6	16	15.7
34.	Magazine advertisements	2	0.3	2	1.9
35.	Radio spot advertising	52	6.9	6	5.9
36.	Television spot advertising	23	3.0	13	12.7
37.	College displays at fairs, malls, etc.	43	5.7	2	1.9
38.	College programs in cooperation with local civic organizations	9	1.2	0	0
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	3	0.4	0	0

TABLE 15 -- (Continued) MOST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
40.	Cooperative recruiting efforts with other institutions	7	0.9	0	0
41.	High school day on Campus	6	0.8	0	0
42.	Recruitment of veterans	1	0.1	0	0
43.	Visits by high school principals	1	0.1	0	0
44.	Hand distribution of schedule tabloid in service area	1	0.1	0	0
45.	Establishment of a Career Center	1	0.1	0	0
47.	Contacts with high school counselors	48	6.3	3	2.9
48.	Inviting high school students to college events	2	0.3	0	0
49.	(Various) high school visitations	238	31.4	28	27.5
50.	(Various) personal letters	14	1.8	1	0.9
51.	Attractive physical education program	2	0.3	0	0
52.	College Day/Night programs	34	4.5	2	1.9
53.	Scholarship program	6	0.8	0	0
54.	Increased advertising/marketing efforts	2	0.3	0	0
55.	Utilization of students as recruiters	12	1.6	0	0
56.	(Various) home visitations	3	0.4	1	0.9
57.	Word of mouth	103	13.6	12	11.8
58.	Information available in Doctor or Dentist Offices	1	0.1	0	0
59.	News media coverage	21	2.8	1	0.9
60.	NONE	1	0.1	0	0
61.	Quality of student product	40	5.3	4	3.9

TABLE 15 -- (Continued) MOST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
62.	(Various) telephone calls	24	3.2	6	5.9
65.	Distribution of schedules at supermarkets, malls, etc.	2	0.2	0	0
67.	Slide/sound/motion picture about the college	4	0.5	0	0
72.	Direct mail to selected targets	22	2.9	2	1.9
73.	Market delineation for promotional targets	1	0.1	0	0
75.	Personal contacts with prospective students	68	8.9	8	7.8
76.	Personal contacts with parents of prospective students	4	0.5	0	0
77.	Contacts with agencies/firms/ employers of prospective students	15	1.9	1	0.9
78.	Referrals	6	0.8	5	4.9
79.	Special counseling services for area high schools	2	0.3	0	0
80.	Faculty exchange programs with high schools	1	0.1	0	0
81.	High school graduate tracking	4	0.5	0	0
82.	Off campus course/program offerings	1	0.1	0	0.9
83.	Registration by telephone	1	0.1	0	0
84.	(Talent) auditions	0	0	1	0.9
85.	Don't know	1	0.1	0	0
86.	Students trained as peer counselors	3	0.4	0	0
87.	Early admissions procedures	3	0.4	0	0
89.	"Back to school" nights	2	0.3	0	0
90.	Mobile career van	3	0.4	0	0

TABLE 15 -- (Continued) MOST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
95.	College musical groups sent to high schools	4	0.5	1	0.9
96.	Career planning program	4	0.5	0	0
99.	(General) advertising	47	6.2	18	17.6
100.	Postcard campaign	1	0.1	0	0
102.	Senior citizens courses	1	0.1	0	0
103.	Billboards	3	0.4	0	0
104.	Expansion of alumni program	0	0	1	0.9
105.	Media appearances by faculty and staff	2	0.3	0	0
106.	Special-person recruiting (women, blacks, Hispanic, senior citizen, etc.)	3	0.4	0	0
107.	Coordinated marketing efforts	1	0.1	0	0
108.	Counselor handbook publication	2	0.3	0	0
112.	Job placement results	2	0.3	0	0
114.	Student aspirations survey	1	0.1	0	0
115.	Individual conferences with prospective students and their parents	1	0.1	0	0
116.	Payroll/bank statement stuffers	1	0.1	0	0
118.	Contests	1	0.1	0	0
122.	Contacting former students to return	1	0.1	0	0
123.	Allowing high school graduates on Campus	1	0.1	0	0

TABLE 16 -- LEAST VALUABLE METHODS: PUBLIC VERSUS PRIVATE INSTITUTIONS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
1.	"College Day" programs at high schools	41	5.4	8	7.8
2.	"College Night" programs at high schools	56	7.4	12	11.8
3.	High school visitation by admissions representatives	14	1.8	6	5.9
4.	High school visitation by faculty members	12	1.8	2	1.9
5.	High school visitation by (present) college students	4	0.5	0	0
6.	High school visitation by alumni	4	0.5	0	0
7.	"Open House" or weekend, everyone invited	36	4.7	0	0
8.	Functions or programs that bring prospective students to Campus	6	0.8	0	0
9.	(Arranged) individual student visits/tours	9	1.2	0	0
10.	Programs for parents on Campus	4	0.5	1	0.9
11.	Bringing high school guidance counselors for programs on Campus	12	1.6	0	0
12.	Personal letter to student prospects from administrators	14	1.8	2	1.9
13.	Personal letter to student prospects from faculty members	3	0.4	0	0
15.	Personal letter to student prospects from alumnus or alumna	2	0.3	0	0
16.	Home visitation of student prospects by administrative representative	2	0.3	1	0.9
17.	Home visitation of student prospects by faculty representative	1	0.1	0	0
18.	Home visitation of student prospects by student representative	1	0.1	0	0

TABLE 16 -- (Continued) LEAST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
20.	Provision of faculty or administration speakers for area graduation exercises	46	6.1	2	1.9
21.	Telephone call to prospective students by administrators	4	0.5	1	0.1
22.	Telephone call to prospective students by faculty members	4	0.5	0	0
23.	Telephone call to prospective students by present students	1	0.1	1	0.9
24.	Telephone call to prospective students by alumni	2	0.3	0	0
25.	Availability of program or individual departmental brochures	6	0.8	0	0
26.	Availability of general information brochures, such as financial aid	16	2.1	0	0
27.	Use of mass mailing campaigns	69	9.1	19	18.6
28.	Periodic newsletters for high school guidance counselors	19	2.5	1	0.9
29.	Availability of formal college catalog to prospective students	44	5.8	2	1.9
30.	Alumni bulletin or paper	20	2.6	6	5.9
31.	Mailing copies of student newspaper to area high schools	16	2.1	0	0
32.	Posters about college and programs	44	5.8	4	3.9
33.	Newspaper advertisements	50	6.6	14	13.7
34.	Magazine advertisements	9	1.2	2	1.9
35.	Radio spot advertising	50	6.6	8	7.8
36.	Television spot advertising	37	4.9	4	3.9
37.	College displays at fairs, malls, etc.	116	15.3	11	10.8

TABLE 16 -- (Continued) LEAST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
38.	College programs in cooperation with local civic organizations	16	2.1	3	2.9
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	45	5.9	4	3.9
40.	Cooperative recruiting efforts with other institutions	33	4.3	4	3.9
47.	Contacts with high school counselors	6	0.8	1	0.9
49.	(Various) high school visitations	12	1.6	3	2.9
50.	(Various) personal letters	9	1.2	0	0
52.	College Day/Night programs	24	3.2	5	4.9
55.	Utilization of students as recruiters	0	0	1	0.9
56.	(Various) home visitations	5	0.7	1	0.9
59.	News media coverage	1	0.1	0	0
60.	NONE	1	0.1	0	0
62.	(Various) telephone calls	10	1.3	1	0.9
67.	Slide/sound/motion picture about the college	4	0.5	0	0
71.	(Various newsletters	1	0.1	0	0
73.	Market delineation for promotional targets	1	0.1	0	0
76.	Personal contacts with parents of prospective students	2	0.3	0	0
78.	Referrals	0	0	1	0.1
79.	Special counseling services for area high schools	1	0.1	0	0
80.	Faculty exchange programs with high schools	1	0.1	0	0

TABLE 16 -- (Continued) LEAST VALUABLE METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
81.	High school graduate tracking	1	0.1	0	0
85.	Don't know	1	0.1	0	0
103.	Billboards	1	0.1	0	0
104.	Expansion of alumni program	3	0.4	2	1.9
120.	Announcements in classes by instructors encouraging students to recommend college to friends, etc.	1	0.1	0	0
121.	Physical appearance of Campus	1	0.1	0	0

TABLE 17 -- NEW METHODS PLANNED: PUBLIC VERSUS PRIVATE INSTITUTIONS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
1.	"College Day" programs at high schools	2	0.2	0	0
2.	"College Night" programs at high schools	1	0.1	0	0
3.	High school visitation by admissions representatives	1	0.1	0	0
4.	High school visitation by faculty members	22	2.9	0	0
5.	High school visitation by (present) college students	8	1.1	0	0
6.	High school visitation by alumni	1	0.1	1	0.9
7.	"Open House" or weekend, everyone invited	11	1.5	1	0.9
8.	Functions or programs that bring prospective student to Campus	10	1.3	1	0.9
9.	(Arranged) individual student visits/tours	3	0.4	0	0
10.	Programs for parents on Campus	4	0.5	0	0
11.	Bringing high school guidance counselors for programs on Campus	8	1.1	1	0.9
12.	Personal letter to student prospects from administrators	6	0.8	1	0.9
13.	Personal letter to student prospects from faculty members	3	0.4	0	0
14.	Personal letter to student prospects from present students	1	0.1	0	0
16.	Home visitation of student prospects by administrative representative	6	0.8	0	0
18.	Home visitation of student prospects by student representative	1	0.1	0	0
20.	Provision of faculty or administration speakers for area graduation exercises	0	0	2	1.9

TABLE 17 -- (Continued) NEW METHODS PLANNED: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
21.	Telephone call to prospective students by administrators	3	0.4	2	0.9
23.	Telephone call to prospective students by present students	2	0.3	0	0
25.	Availability of program or individual departmental brochures	3	0.4	0	0
26.	Availability of general information brochures, such as financial aid	4	0.5	1	0.9
27.	Use of mass mailing campaigns	18	2.4	1	0.9
28.	Periodic newsletters for high school guidance counselors	9	1.2	2	1.9
29.	Availability of formal college catalog to prospective students	1	0.1	0	0
30.	Alumni bulletin or paper	3	0.4	0	0
31.	Mailing copies of student newspaper to area high schools	1	0.1	0	0
32.	Posters about college and programs	3	0.4	1	0.1
33.	Newspaper advertisements	2	0.3	0	0
34.	Magazine advertisements	5	0.7	0	0
35.	Radio spot advertising	8	1.1	0	0
36.	Television spot advertising	30	3.4	0	0
37.	College displays at fairs, malls, etc.	13	1.7	0	0
38.	College programs in cooperation with local civic organizations	2	0.3	0	0
39.	Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object	2	0.3	0	0
40.	Cooperative recruiting efforts with other institutions	11	1.5	3	2.9

TABLE 17 -- (Continued) NEW METHODS PLANNED: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
44.	Hand distribution of schedule tabloid in service area	1	0.1	0	0
46.	(Various) brochures	1	0.1	0	0
47.	Contacts with high school counselors	12	1.6	2	1.9
49.	(Various) high school visitations	1	0.1	1	0.9
50.	(Various) personal letters	5	0.7	0	0
52.	College Day/Night programs	0	0	1	0.9
53.	Scholarship program	6	0.8	0	0
54.	Increased advertising/marketing efforts	63	8.3	7	6.9
55.	Utilization of students as recruiters	26	3.4	2	1.9
56.	(Various) home visitations	3	0.3	0	0
59.	News media coverage	3	0.3	0	0
60.	NONE	59	7.8	15	14.7
62.	(Various) telephone calls	10	1.3	0	0
64.	Involvement of Community Advisory Group	1	0.1	0	0
67.	Slide/sound/motion picture about the college	13	1.7	1	0.9
68.	Registration by mail	4	0.5	0	0
69.	Group visits of accepted (but not yet registered) students	1	0.1	0	0
70.	Use of word processor	8	1.1	2	1.9
71.	(Various) newsletters	1	0.1	0	0
72.	Direct mail to selected market targets	19	2.5	2	1.9
73.	Market delineation for promotional targets	35	4.6	2	1.9

TABLE 17 -- (Continued) NEW METHODS PLANNED: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
75.	Personal contacts with prospective students	3	0.4	0	0
76.	Personal contacts with parents of prospective students	3	0.4	0	0
77.	Contacts with agencies/firms/employers of prospective students	25	3.3	0	0
78.	Referrals	1	0.1	0	0
79.	Special counseling services for area high schools	3	0.4	0	0
80.	Faculty exchange programs with high schools	6	0.8	0	0
81.	High school graduate tracking	11	1.5	0	0
82.	Off campus course/program offerings	12	1.6	0	0
83.	Registration by telephone	3	0.4	0	0
86.	Students trained as peer counselors	6	0.8	0	0
87.	Early admissions procedures	4	0.5	0	0
90.	Mobile career van	7	0.9	0	0
92.	Bi-lingual/bi-cultural efforts	3	0.4	0	0
93.	(Own) television/radio show	1	0.1	0	0
94.	Programs for junior high school students	4	0.5	0	0
96.	Career planning program	3	0.4	0	0
98.	"Hot line" telephone service	1	0.1	0	0
103.	Billboards	2	0.3	0	0
104.	Expansion of alumni program	24	3.2	4	3.9
106.	Special-person recruiting (women, blacks, Hispanic, senior citizen, etc.)	35	4.6	5	4.9

TABLE 17 -- (Continued) NEW METHODS PLANNED: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
107.	Coordinated marketing efforts	20	2.6	2	1.9
110.	Use of professional advertising agency	0	0	1	0.9
113.	Development of car/van pool system	1	0.1	0	0
116.	Payroll/bank statement stuffers	1	0.1	0	0
119.	Guest lectures by College faculty in high schools	2	0.3	0	0

TABLE 18 -- ADVERTISING METHODS: PUBLIC VERSUS PRIVATE INSTITUTIONS

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
1.	Newspaper/tabloids	1	0.1	0	0
2.	Placemats in restaurants, etc.	5	0.7	0	0
3.	Bumper stickers	6	0.8	0	0
4.	Direct mail	58	7.7	11	1.1
5.	Billboards	38	5.0	4	3.9
6.	Television appearances by faculty and staff	2	0.3	0	0
7.	Word of mouth	3	0.4	0	0
8.	All media	14	1.8	1	0.9
10.	Neon signs	1	0.1	0	0
11.	Yellow pages	0	0	4	3.9
12.	None	18	2.4	3	2.9
13.	News releases	3	0.4	0	0
14.	Transit advertising	9	1.2	0	0
15.	Advertisements at cinemas	1	0.1	0	0
16.	Community Calendar	1	0.1	0	0
17.	Advertisements in high school yearbooks	1	0.1	0	0
18.	Hot air balloon	1	0.1	0	0
19.	Campus sticker for rear window of automobiles	1	0.1	0	0
20.	Magazine covers for Doctor's, Dentist's offices	1	0.1	0	0
21.	Display on marquee	1	0.1	0	0
22.	Banner towed by small aircraft	1	0.1	0	0
25.	Availability of program or individual departmental brochures	4	0.5	0	0

TABLE 18 -- (Continued) ADVERTISING METHODS: PUBLIC VERSUS PRIVATE

RESPONSE CODE NUMBER	DESCRIPTION OF RESPONSE	TOTAL PUBLIC	PERCENT PUBLIC	TOTAL PRIVATE	PERCENT PRIVATE
26.	Availability of general information brochures, such as financial aid	58	7.7	4	3.9
27.	Use of mass mailing campaigns	25	3.3	2	1.9
28.	Periodic newsletters for high school guidance counselors	1	0.1	0	0
29.	Availability of formal college catalog to prospective students	2	0.3	0	0
31.	Mailing copies of student newspaper to area high schools	1	0.1	0	0
32.	Posters about college and programs	49	6.5	11	10.8
33.	Newspaper advertisements	479	63.2	60	58.8
34.	Magazine advertisements	27	3.6	19	18.6
35.	Radio spot advertising	423	55.8	41	40.2
36.	Television spot advertising	216	28.5	32	31.4
37.	College displays at fairs, malls, etc.	3	0.4	0	.0
39.	Distribution of carrybags, matchbooks, pens, or similar items, with the imprint of the college on the object	10	1.3	1	0.9

Appendix C

Recruiting Methodology

TABLE 19 -- METHODS OF RECRUITING NOT INCLUDED ON QUESTIONNAIRE CHECKLIST

CODE NUMBER	DESCRIPTION OF METHODS
41.	High School Day (on college Campus)
42.	Recruiting of veterans
43.	Visits (to Campus) by high school principals
44.	Distribution of schedule tabloid in (college) service area
45.	Establishment of a career center
47.	Various types of contacts with high school guidance counselors
48.	Inviting high school students to college events
49.	Maintaining an attractive physical education program
53.	Establishing a scholarship program
54.	Increased advertising/marketing efforts
55.	Utilization of students as recruiting counselors
57.	Word of mouth
58.	Availability of information in Doctor's or Dentist's offices
59.	News media coverage
61.	Quality of student product
64.	Involvement of community advisory groups
65.	Distribution of schedules of classes at malls, supermarkets, etc.
67.	Slide/sound/motion pictures about the college
68.	Registration by mail
69.	Group visits for accepted (but not yet registered) students
70.	Use of word processor
71.	Publication of various types of newsletters
72.	Direct mail promotion to selected market targets
73.	Market delineation for identification of promotional targets
74.	Letters to parents of graduating seniors
75.	Various types of personal contacts with students
76.	Various types of personal contacts with parents of prospective students
77.	Contacts with agencies/firms/employers of prospective students
78.	Referrals
79.	Special counseling services for area high schools
80.	Exchange teaching, guest lectures with high schools
81.	High school graduate tracking program
82.	Off campus course/program offerings
83.	Registration by telephone
84.	(Talent) auditions
86.	Utilization of students trained as peer counselors
87.	Early admissions procedures
88.	Special summer session classes
89.	"Back to school" nights
90.	Mobile career vans
91.	High school tutoring program
92.	Bi-lingual/bi-cultural efforts
93.	College-produced (own) television/radio show
94.	Recruiting programs/career programs for Junior High School students
95.	College musical groups sent to perform at high schools
97.	Attractive athletic (team sports) programs
98.	"Hot line" telephone services
100.	Postcard campaign, postcards given to students to give to friends
101.	Door to door canvass
102.	Senior citizen courses
103.	Heavy use of billboards

TABLE 19 -- (Continued) METHODS OF RECRUITING NOT ON CHECKLIST

CODE NUMBER	DESCRIPTION OF METHOD
104.	Establishment/expansion of alumni program
105.	Media appearances by staff and faculty
106.	Special-person recruiting (blacks, women, Hispanics, senior citizens)
107.	Coordination of all marketing efforts
108.	Publication of handbook for use by high school guidance counselors
109.	Contests
110.	Use of professional advertising agency
111.	Brochures featuring current students
112.	Placement results (of graduates)
113.	Development of car/van pool system
114.	Student aspirations survey
115.	Individual conferences with students and parents
116.	Payroll/bank statement stuffers
117.	Off campus registration (at industrial/business/organizational sites)
120.	Announcements in classes by instructors encouraging students to influence friends to come to the college
121.	Good physical appearance of college campus
122.	Contacting former students to return
123.	Allowing high school graduates on Campus

Appendix D

Research Instruments

ASSOCIATE DEGREE PROGRAM RECRUITING INFORMATION FORM

This institution is _____ Public _____ Private _____ Non-Profit _____ For Profit

Please indicate (by checkmark) which of the following methods of recruiting students for Associate Degree programs are in use at your institution:

1. ______ "College Day" programs at high schools (La Bouve, 1971)
2. ______ "College Night" programs at high schools (La Bouve, 1971)
3. ______ High school visitation by admissions representatives (La Bouve, 1971)
4. ______ High school visitation by faculty members (Campbell, 1972)
5. ______ High school visitation by (present college) students (Lockard, 1974)
6. ______ High school visitation by alumni
7. ______ "Open House" or weekend, everyone invited (Krejcie, 1968)
8. ______ Functions or programs that bring prospective students to Campus (La Bouve, 1971)
9. ______ (Arranged) individual student visits, tours (Lockard, 1974)
10. _____ Programs for parents on Campus (La Bouve, 1971)
11. _____ Bringing high school guidance counselors for programs on Campus (La Bouve, 1971)
12. _____ Personal letter to student prospects from administrators (President, Dean, etc.) (Lockard, 1974)
13. _____ Personal letter to student prospects from faculty members (Lockard, 1974)
14. _____ Personal letter to student prospects from present students (Lockard, 1974)
15. _____ Personal letter to student prospects from alumnus or alumna (Lockard, 1974)
16. _____ Home visitation of student prospects by administrative representative (Lockard, 1974)
17. _____ Home visitation of student prospects by faculty representative (Lockard, 1974)
18. _____ Home visitation of student prospects by student representative (La Bouve, 1971)
19. _____ Home visitation of student prospects by alumni representatives (Campbell, 1972)
20. _____ Provision of faculty or administration speakers for area graduation exercises (Lockard, 1974)
21. _____ Telephone call to prospective student by administrators (President, Dean, etc.) (Lockard, 1974)
22. _____ Telephone call to prospective students by faculty members (Lockard, 1974)
23. _____ Telephone call to prospective students by present students (Lockard, 1974)
24. _____ Telephone call to prospective students by alumni (Lockard, 1974)
25. _____ Availability of program or individual departmental brochures (Luft, 1974)
26. _____ Availability of general information brochures, such as financial aid (Lockard, 1974)
27. _____ Use of mass mailing campaigns (La Bouve, 1971)

28. _____ Periodic newsletters for high school guidance counselors (La Bouve, 1971)

29. _____ Availability of formal college catalog to prospective students (Campbell, 1972)

30. _____ Alumni bulletin or paper (Lockard, 1974)

31. _____ Mailing copies of student newspaper to area high schools (Lockard, 1974)

32. _____ Posters about college and programs (Krejcie, 1968)

33. _____ Newspaper advertisements (La Bouve, 1971)

34. _____ Magazine advertisements (Lockard, 1974)

35. _____ Radio spot advertising (Lockard, 1974)

36. _____ Television spot advertising (Lockard, 1974)

37. _____ College displays at fairs, malls, etc. (Krejcie, 1968)

38. _____ College programs in cooperation with local civic organizations (La Bouve, 1971)

39. _____ Distribution of carrybags, matchbooks, pens, or similar items with the imprint of the college on the object

40. _____ Cooperative recruiting efforts with other institutions (La Bouve, 1971)

41. If there are other methods of recruiting or promotion which are used by your institution, please list them below (with a brief explanation, if needed):

42. What would you say were the three MOST VALUABLE or SUCCESSFUL recruiting methods in use by your institution? (La Bouve, 1971)
    1.

    2.

    3.

43. What would you say were the two LEAST VALUABLE or SUCCESSFUL recruiting methods in use by your institution? (La Bouve, 1971)
    1.

    2.

44. What new methods of recruitment or promotion are being studied by your institution for implementation within the next three years?

45. What methods of advertising are being used by your institution to promote your programs?

46. Is your institution experiencing declining enrollments? _____ YES _____ NO

47. What is the administrative title of the person bearing major responsibility for recruiting students at your institution? (La Bouve, 1971)

48. What members of the staff of your institution participate in recruiting activities? (La Bouve, 1971)

If you desire a listing of the findings of this study, please enter your name and address below. All responses will be utilized only in the aggregate sense, and individual replies to any questions will be held confidential. Thank you, again, for responding.

Thomas Duda
DuBois Campus
Pennsylvania State University
DuBois, PA 15801
August 15, 1980

Dear College President:

This is a study of recruiting practices for Associate Degree programs. It is being done as part of my studies at the University of Sarasota, Sarasota, Florida. Your response should take only 10-15 minutes.

Would you please fill out the enclosed questionnaire, or please give it to the person on your campus who is responsible for recruiting Associate Degree students? If you desire to obtain the results of this study, please enter your name and address at the end of the questionnaire.

It would be much appreciated if your would return the completed questionnaire by September 1, 1980. Please be assured that all information will be held in strictest confidence, and data will be discussed only in aggregate (and not individual) terms.

Thank you very much for your cooperation.

Yours truly,
Thomas Duda
Thomas Duda
Doctoral Candidate
The University of Sarasota

SECOND REQUEST LETTER

Thomas Duda
DuBois Campus
Pennsylvania State University
DuBois, PA 15801
September 17, 1980

Dear College President:

Some time ago you were sent a questionnaire for a study regarding recruiting practices utilized for Associate Degree programs. Would you please reconsider participating in this study? This is being done as part of my doctoral studies at the University of Sarasota, Sarasota, Florida. Your information will be very much appreciated, and you are assured that your responses will be held in strictest confidence. Your reply will take only about 10-15 minutes.

Enclosed is a duplicate questionnaire, would you please fill it out or please give it to the person on your campus who is responsible for recruiting students for the Associate Degree? Also, if you desire the results of this study, please enter your name and address at the end of the questionnaire.

Thank you for your cooperation.

Yours truly,
Thomas Duda
Thomas Duda
Doctoral Candidate
The University of Sarasota

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University of California
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